Teachers' Orientation Programme

(A Book on most urgently needed "Real" component of Study Curriculum for Modern Students, and "Orientation" of Teachers)

Mohan Lal Agrawal

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This book is meant for free distribution amongst our revered Teachers with a humble, earnest and fervent prayer to them to kindly utilise the knowledge contained in the write-ups well in their professional life. Thereby, it is firmly believed, they will derive immense benefits for themselves. Simultaneously, their students and our nation will derive immense benefits.

They are also most humbly requested to kindly bring this book to the knowledge of maximum number of their colleagues and teachers so that they also can derive similar benefits for themselves.

This book is also meant for free distribution amongst our revered Heads of Schools, Colleges and Universities with a humble, earnest and fervent prayer to them to kindly organise one 01 Day Teachers' Orientation Programme, on the lines of the write-ups contained in this book, in their Schools, Colleges and Universities for the immense benefits of their Teachers, their Students, their Schools, Colleges and Universities and our nation.

Views of Students; Teachers and Professors; School, College and University Authorities; Educationists and Academicians; Parents and Guardians and all other Readers, on this book are humbly and earnestly invited in the following address:-

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PRAYERS

धीयो यो न: प्रचोदयात्

May That Supreme Being impel our intellect
towards the right path.

असतो मा सद्गमय ।
तमसो मा ज्योतिर्गमय ।
मृत्योर्मा अमृतं गमय ।।

Lead us from unreal unto Real,
Lead us from darkness unto Light,
Lead us from death unto Immortality.

आ नो भद्रा: क्रतवो यन्तु विश्वत:

Let noble thoughts come to us from all sides.

सा विद्या या विमुक्तये

Knowledge is that which liberates.

उत्तिष्ठत जाग्रत प्राप्य वरान्निबोधत ।

Arise ! Awake ! Having reached the
great (teacher), learn (realise that Atman).

अज्ञानतिमिरान्धस्य ज्ञानाञ्जनशलाकया ।
चक्षुरुन्मीलितं येन तस्मै श्रीगुरवे नम: ।।

I prostrate to that Sadguru, Who opens, with the
Collyrium-stick of Knowledge, the eyes of him who
is rendered blind by the darkness of ignorance.

ॐ सह नाववतु । सह नौ भुनक्तु ।
सह वीर्यं करवावहै । तेजस्विनावधीतमस्तु मा विद्विषावहै ।।
ॐ शान्ति: शान्ति: शान्ति: ।

May He (The Supreme Being) protect us both (the teacher
and the taught). May He cause us both to enjoy the bliss of
Mukti (liberation). May we both exert to find out the true
meaning of the scriptures. May our studies be fruitful.
May we never quarrel with each other.

Be good. Do good. — Swami Sivananda

वसुधैव कुटुम्बकम्
The whole universe is one family.

ॐ सर्वेषां स्वस्ति भवतु । सर्वेषां शान्तिर्भवतु ।
सवेषां पुर्णं भवतु । सर्वेषां मङ्गलं भवतु ।।

May asupiciousness be unto all,
May peace be unto all,
May fullness be unto all,
May prosperity be unto all.

सर्वे भवन्तु सुखिन: सर्वे सन्तु निरामया: ।
सर्वे भद्राणि पश्यन्तु मा कश्चिद् दु:खभागभवेत् ।।

May all be happy,
May all be free from disabilities,
May all behold what is auspiciousness,
May none suffer from sorrows.

लोका समस्ता सुखिनो भवन्तु ।
May Happiness be unto all Beings.

ॐ पूर्णमद: पूर्णमिदं पूर्णात्पूर्णमुदच्यते ।
पूर्णस्य पूर्णमादाय पुर्णमेवावशिष्यते ।।

Om ! That (Brahman) is full. This (Universe) is Full.
From That (Brahman) Full, this (Universe) Full has come.
When this (Universe) full is taken from That (Brahman) full,
It (Brahman) always remains Full.

Peace be to the East ! Peace be to the West !
Peace be to the North ! Peace be to the South !
Peace be above ! Peace be below !
Peace be to all creatures of this universe !!

ॐ शान्ति: शान्ति: शान्ति: ।
Om ! Peace, Peace, Peace.

Be good. Do good. — Swami Sivananda

Teachers' Orientation Programme

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Soft copy of this Book

Our modern Teachers and Heads of Schools, Colleges and Universities can study the soft copy of this book "Teachers' Orientation Programme" in the **Internet Archive**. It can be opened by (1) accessing internet through any browser, (2) logging in <archive.org>, (3) clicking <Advance Search> (A box of fields will appear on the screen), (4) typing <Mohan Lal Agrawal> in the field "Creator", (5) clicking <Search> (this book will be displayed).

Publisher's Note

Life-building, character-building, and man-making education, known as value education in the modern time, as stated in our ancient Spiritual Scriptures, and as said by our *Rishis, Munis,* Saints and Sages; and based on our nation's lofty ideals according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti*, which was taught to students in the learning centres, called *Gurukulas* and *Rishikulas*, in ancient India, is the "Real Education", but the same is not being imparted to our students in the modern schools, colleges and universities of our country. As a result, our modern students are deprived of the same, and are suffering from irreparable damages and incurring permanent losses in their lives. Therefore, they need the said education most intensely, urgently and immediately.

Further, our revered modern Teachers greatly need to be given right orientation on teaching profession and on their crucial role in imparting of life-building, character-building, and man-making education, the "Real Education" to their students. After such orientation, and in this greatly-needy situation, our revered modern Teachers can come to the great help of their students and teach them life-building, character-building, and man-making education, for their immense benefits.

In the above situation, and with profound pleasure, we publish and present this book titled "Teachers' Orientation Programme", containing some valuable and beneficial introductory write-ups on life-building, character-building, and man-making education, the real education; and on orientation of our revered modern Teachers on teaching profession and their crucial role in imparting of such education to their students, in the hands of our revered modern Teachers, for their benefits.

Be good. Do good. — Swami Sivananda

We humbly, earnestly and fervently pray to our revered modern Teachers to kindly go through this book with great interest and due earnestness, and consider to impart necessary teachings to their students on life-building, character-building, and man-making education, informally, for their great personal benefits; as well as for the immense benefits of their students, their schools, colleges and universities, and also the nation.

The 01st March 2022 Publisher

Mahasivaratri Day

Author's Note

Study curriculum for students need to ideal and complete comprising both life-building, character-building and man-making education, the "Real Education", as well as secular education on various subjects of study. Both these education, combined together, is the "Right Education". Life-building, character-building and man-making education, in my humble view, is the "Soul" of the study curriculum. While such education was being imparted to students in the learning centres, called *Gurukulas* and *Rishikulas,* in ancient India, our modern schools, colleges and universities do not have provision for imparting the same to students. As a result, our modern students are deprived of such education and are unable to build their life rightly and live the same successfully. Consequently, they are suffering from irreparable damages and incurring permanent losses in their life. Therefore, they need such education most intensely and urgently. This is their "Greatest Need of the Hour". Hence, they need to be imparted life-building, character-building and man-making education most intensely, urgently and immediately.

Teachers ought to be ideal with right attitude towards teaching profession, sufficient awareness about their roles and responsibilities, good understanding of educational needs of students, adequate teaching ability and good teaching skill; as well as with the living example of their moral, ethical, noble and ideal personal life. In ancient time, Teachers were ideal and effective. As a result, they could help their students to build themselves as "Good Human Beings" and as "Capable Human Beings"; and to stand on their own legs, earn their livelihood independently, face the challenges and difficulties of real work-a-day life and proceed forward optimistically and patiently in their day-to-day life amidst unfavourable circumstances and adverse situations. Thus, they were "Making their students rightly".

In modern time, the state of things with our revered Teachers is not like that as was in the ancient time as stated above. In view of the same, in my humble view, there is a great and urgent need to provide our revered modern Teachers with right orientation on teaching profession which will help them to perform their duties and discharge their roles and responsibilities more efficiently and effectively. This is their "Greatest Need of the Hour". With right orientation, our revered modern Teachers can derive immense personal benefits for themselves. Simultaneously, their students, their schools, colleges and universities and also the nation can derive immense benefits.

Keeping in view the above, some introductory write-ups on life-building, character-building and man-making education for our modern students; as well as on orientation of our revered modern Teachers on teaching profession and also their crucial role in imparting of such education to their students, have been prepared and are contained in this book, for free distribution amongst our revered modern Teachers so that they can go through the said write-ups in this book, utilise the knowledge contained therein and derive immense personal benefits for themselves.

This book has been uploaded in the Internet Archive so that all revered Teachers of our nation as well as of all other nations of the whole world can go through the book, free of cost, and derive similar benefits for themselves. The Internet Archive can be opened by (1) accessing internet through any browser, (2) logging in <archive.org>, (3) clicking <Advance Search> (A box of fields will appear on the screen), (4) typing <Mohan Lal Agrawal> in the field "Creator", (5) clicking <Search> (the above book in PDF format will be displayed).

I most humbly, earnestly and fervently pray to our revered modern Teachers to kindly go through this book with great interest and due earnestness, and to kindly consider to utilise the

knowledge contained therein, and impart, informally, teachings to our dear modern students on the aforesaid most urgently and greatly needed component of study curriculum, i.e. life-building, character-building and man-making education, the real education. Thereby, our revered modern Teachers can derive immense personal benefits for themselves. Simultaneously, their students, their schools, colleges, universities, and our whole nation can derive immense benefits.

In this connection, I have also conceived, designed and prepared one 01 Day "Teachers' Orientation Programme" by utilising the said write-ups of this book, and endeavoured to organise the said programme in some school for our revered Teachers for their benefits; and to upload the video recording of the proceedings of the same in YouTube so that all other revered Teachers of our nation as well as of other nations of the whole world can watch the programme and derive immense personal benefits for themselves. However, it could not be possible so far due to various reasons including the present corona epidemic restrictions.

In case such a programme can be organised in some school in future, the addresses delivered during same will be uploaded in the YouTube Channel "Mohan's Value Education" (link:- https://www.youtube.com/channel/UCRKu88g4_8o5OiigWI0owZQ)), with the episodes commencing with the name "TOP", so that the revered Teachers of our nation as well as of all other nations of the whole world can watch the same and derive immense benefits for themselves.

The 05th February 2022 Author

Shree Saraswati Puja and Basanta Panchami Day

PART - A

Author's Inaugural Humble Prayer to our revered Modern Teachers

My humble prostrations to all our revered modern Teachers.

Revered Teachers ! At the outset, I am taking this unique and great opportunity and most humbly placing before you all some of my humble views on some aspects of the education system of our country, for your kind consideration and necessary action.

Revered Teachers ! **As we are all aware, students, schools, study curriculum and Teachers form the integral parts of the education system. They are the four pillars of the education system.** Further, students, the learners, are the beneficiaries. They go to schools, receive education and acquire knowledge in order to "make their life". And schools, study curriculum and Teachers, the providers of educational needs of students, are the benefactors. The great responsibility of "educating" and "making" the students as "Good Human Beings" and as "Capable Human Beings" rests upon them. Therefore, they need to play their respective roles efficiently and effectively.

Students: Students, the learners, are the recipients of education. They need to be taught by their Teachers, apart from their parents, to be willing, interested, sincere and committed in studies; as well as calm, obedient, humble, respectful and disciplined in nature. Thereby, they can receive, understand, assimilate and learn the teachings imparted to them in schools easily and effectively; and become "Good Human Beings".

Schools: Schools, including colleges and universities, the modern centres of learning, need to be well-equipped and self-sufficient with good infrastructural facilities and adequate teaching

materials and equipments.They should provide congenial and conducive study atmosphere for teaching and learning activities. Thereby, teaching and learning becomes easy, smooth, pleasant and effective.

These two factors, i.e. students and schools are important factors of the education system.

But, study curriculum and Teachers are the most important factors of the education system.

Study Curriculum: Study curriculum need to ideal and complete comprising both life-building, character-building and man-making education, the real education, as well as secular education on various subjects of study, the ordinary education. Life-building, character-building and man-making education, the real education, in my humble view, is the "Soul" of the study curriculum of the education system while secular education on various subjects of study, the ordinary education, is its body. Both these education, combined together, is the "right education". It aims at making the students as "Good Human Beings" and as "Capable Human Beings"; and helps building them to "Stand on their own legs" and "Earn their livelihood independently". It also helps them to "Face the challenges and difficulties of real work-a-day life and to keep on proceeding forward in their day-to-day life optimistically and patiently amidst unfavourable circumstances and adverse situations". In this manner, right education helps students to build themselves rightly during their student life and youth period.

In ancient time, education comprising both life-building, character-building and man-making education, as stated in our ancient Spiritual Scriptures, and as said by our *Rishis, Munis,* Saints and Sages, and according to our great, glorious, lofty, unique and ideal Indian Culture or *Bharatiya Sanskruti*; and also secular education on various subjects of study, was being

imparted to students. As a result, our ancient students could be able to build themselves rightly in the manner as stated above.

In modern time, only secular education on various subjects of study, based on western culture and western education system, is being imparted to students. Secular education provides information and knowledge on some secular subjects of study and imparts job-securing and money-earning education, the ordinary education, to our modern students. There is no provision for imparting of life-building, character-building and man-making education, the real education, to them. Consequently, they are unable to build themselves as "Good Human Beings" with moral, ethical, noble and spiritual qualities. They are also unable to build themselves as "Capable Human Beings" with capability to stand on their own legs and unable to earn their livelihood independently. They are unable to face the challenges and difficulties of real work-a-day life; and unable to proceed forward optimistically and patiently in their day-to-day life amidst unfavourable circumstances and adverse situations. As a result, they are suffering from irreparable damages and incurring permanent losses in their life. Therefore, an ideal, complete and right kind of study curriculum, which includes life-building, character-building and man-making education, the "real education" and the "soul" of study curriculum, is the "Most urgent and Greatest Need of our modern Students". As such, there is a great need to restore life-building, character-building and man-making education in the study curriculum for our modern students in all schools, colleges and universities of our country.

Teachers: Like study curriculum, Teachers need to be ideal with right attitude towards teaching profession, sufficient awareness about their roles and responsibilities, good understanding of educational needs of students, adequate teaching ability and good teaching skill; as well as with the living example of their moral, ethical, noble and ideal personal life. They need to impart teachings to their

students efficiently and effectively on secular education on various subjects as per the prescribed study curriculum and also on the most urgent and greatly needed life-building, character-building and man-making education, the real education. Teachers use to teach their students various subjects of study, explain to them the correct meaning of the contents of those subjects, clear their doubts, solve their problems and help them to understand the contents of those subjects well. They also need to guide, inspire and encourage their students to build themselves as "Good Human Beings" with moral, ethical, noble and spiritual qualities; and to make themselves as "Capable Human Beings" with capacity to stand on their own legs, earn their livelihood independently, face the challenges and difficulties of real work-a-day life and proceed forward optimistically and patiently in their day-to-day life amidst unfavourable circumstances and adverse situations. Thus, Teachers are the "Architects" of students or, as popularly said, the "Makers of the Students". Teachers, in my humble view, are the "Life" of an ideal education system.

In ancient time, Teachers were ideal and effective. As a result, they could help their students to build themselves as "Good Human Beings" with moral, ethical, noble and spiritual qualities; and as "Capable Human Beings" with capability to stand on their own legs, earn their livelihood independently, face the challenges and difficulties of real work-a-day life and proceed forward optimistically and patiently in their day-to-day life amidst unfavourable circumstances and adverse situations. Thus, they were "Making their students rightly".

In modern time, the state of things with our Teachers is not like that in the ancient time, and therefore, they are not so able to "make" their students in the manner as stated above. Further, the educational authorities generally advise our modern Teachers to perform their teaching duties effectively and impart quality teachings to the students so that their students will benefit a great deal in the

form of securing maximum marks in exams and getting attractive employments in renowned organisations with lucrative financial packages, and their schools, colleges and universities will rank amongst top educational institutions and earn good name and fame. But perhaps they seldom tell their Teachers as to how they themselves will benefit personally by performing their teaching duties rightly. Therefore, our modern Teachers need to be given right orientation on their teaching profession. This is their most urgent "Great need of the hour".

In view of the above, in my humble view, there is a great and urgent need to provide our modern Teachers with right orientation, (apart from training and courses on educational methods, techniques, skill, etc. being given to them presently), which will help them to become more efficient and more effective. Thereby, they can derive great personal benefits for themselves; and also they will be able to "make their students rightly" in the manner as stated above.

Thus, our modern Teachers themselves, as well as their students, their schools, colleges and universities and also the nation can derive immense benefits.

Keeping in view the above two most important factors of the education system, viz. Study Curriculum and Teachers, and in the context of the present state of things in respect of the same in our modern education system, this book has been prepared with the twin purpose of, first, sharing with our revered modern Teachers, in brief, a little about the educational need of our modern students and the urgently needed component of study curriculum, i.e. life-building, character-building and man-making education, the "real education" and the "soul" of study curriculum, for our modern students; and second, orientation of our revered modern Teachers on true dimensions of teaching profession, and on their crucial role to impart teachings to their students on life-building, character-building and man-making education, keeping in view the aforesaid

greatest and most urgent need of our modern students, as well as the aforesaid greatest and most urgent need of our modern Teachers.

Accordingly, this book contains two parts. The first part covers, in brief, the need of our modern students and aforesaid most urgently and greatly needed real component of the study curriculum, i.e. life-building, character-building and man-making education, the real education, for our modern students, with three introductory write-ups on "Life Building and Successful Living — A Brief Outline", "Value education or Life-building, Character-building and Man-making education — Its burning necessity in the life of modern students" and "Spiritual Literature — Its great benefits for modern students in life building and successful living", prepared by me. The second part covers orientation of our revered modern Teachers, with two write-ups of Shri Swami Sivachidananda Saraswati, Secretary, Sivananda Centenary Boys' High School, Khandagiri, Odisha, India on "Teaching Profession — Its True Dimensions" and "An Appeal to Modern Teachers" regarding imparting of teachings on life-building, character-building and man-making education, the real education, to our modern students. (Both these write-ups of Shri Swamiji have been reproduced in this book, with his kind consent.We are ever grateful to Shri Swamiji for graciously giving such kind consent.). This is the humble purpose of preparing this book.

Now, I most humbly, earnestly and fervently pray to all our revered modern Teachers, with folded hands, to kindly go through the write-ups contained in this book with great interest and due earnestness; and consider to most kindly impart, informally, teachings to our dear modern students on the aforesaid most urgently and greatly needed component of study curriculum, i.e. life-building, character-building and man-making education, the real education and the soul of study curriculum, in the larger interest of our students, our society, our nation; as well as for their own personal benefits.

Life Building and Successful Living — A Brief Outline

It is stated in our ancient Spiritual Scriptures and also said by our *Rishis, Munis,* Saints and Sages that the Creator, the Almighty Supreme Lord, has gifted the human birth to human beings in order to achieve a higher purpose of human life, that too, in their present birth itself. Therefore, they say that human life upon this earth plane is precious. They further say that for achievement of the said higher purpose only, the Creator has gifted this human birth to human beings after they have taken their innumerable births in 84 lacs species of life, including the life of plants, trees, insects, birds and animals. Therefore, they further say that human birth is a rare gift of Creator to human beings. Thus, human birth upon this earth plane is a precious and rare gift of the Creator to human beings.

In view of the above, human beings need to decide the right goals of their precious and rare human life so that they can make endeavours to achieve that higher purpose of ideal human life in their present human birth itself, in addition to achieving the ordinary purpose of human life. In the absence of goals in their life, they will live their life upon the earth plane aimlessly like a rudderless boat sailing hither and thither in the vast, turbulent and dark sea. Consequently, their precious and rare human life will be wasted and lived in vain. Therefore, human beings need to decide the right goals of their precious and rare life, that too at the very outset of their life, i.e. during their student life and youth period.

After deciding the right goals of their precious and rare human life, human beings need to build their life rightly during their student life and youth period, the right period of their life, so that they can achieve the aforesaid higher goal, in addition to the ordinary goal, easily and smoothly in their present human birth itself. Thereby, they can live their precious and rare human life successfully and ideally.

Student life and youth period is the first part of human life according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti* and is very valuable. This period of, say, 20 to 25 years, is the formative stage in the life of human beings. This period is the right period for human beings to build their precious and rare human life. Therefore, this period is the golden period of their life. During this golden period, students need to build their precious and rare human life rightly by laying its foundation properly and strongly; and by constructing its superstructure upon the same completely, properly, strongly and nicely. Thereby, they can live the remaining three parts of their precious and rare human life, which is a long period of, say, ideally, 75 years, ideally and successfully, i.e. economically and materially prosperously as well as spiritually happily and peacefully, or in other words, ideally, successfully, completely, purposefully, prosperously, happily and peacefully.

Building of the precious and rare human life rightly by laying its foundation properly and by constructing its superstructure completely can be well-understood with the analogy of a house building.

The foundation of a house-building is laid generally with four concrete foundation pillars. Thereby, the foundation of the house-building becomes proper and strong, and upon such a well-laid foundation, the superstructure of the house-building can be constructed completely, properly, strongly and nicely. Similarly, the foundation of human life needs to be laid with four foundation pillars, viz. good physical health, powerful mind, noble character and ethical conduct, with strict observance of complete celibacy. Thereby, the foundation of human life becomes proper and strong, and upon such a well-laid foundation, the superstructure of the human life can be constructed completely, properly, strongly and nicely.

The superstructure of a house building is constructed with four facilities, viz. bath room, kitchen, bed room and *puja* room or prayer room. With these facilities, the superstructure of a house-building becomes complete, proper, strong and nice and human beings can live therein smoothly, comfortably, happily and peacefully. Similarly, the superstructure of human life is constructed with achievement of four grand goals of ideal human life, viz. adherence to righteousness or *dharma*, achievement of economic prosperity or *artha*, fulfillment of vital worldly desires or *kama* and attainment of spiritual illumination for liberation of soul from the cycle of births and deaths or *moksha*. These four grand goals are called ethical value, economic value, vital value and spiritual value. These are the four grand goals, as stated in our ancient Spiritual Scriptures, and according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti*. These four grand goals have been prescribed in our ancient Spiritual Scriptures with a view that living of precious and rare human life upon the earth plane becomes ideal, complete, successful, purposeful, prosperous, happy and peaceful. With achievement of these four grand goals, the superstructure of precious and rare human life becomes complete, proper, strong and nice; and human beings can live their precious and rare life upon the earth plane successfully and ideally, i.e. economically and materially prosperously as well as spiritually happily and peacefully.

If a house building is built rightly in the above manner, i.e. if the foundation of the house building is laid properly and strongly; and if the superstructure of the house building is constructed thereupon completely, properly, strongly and nicely, human beings can live their entire future life in that building smoothly, comfortably, happily and peacefully. Similarly, during the student life and youth period, the first part of human life, if human beings build their precious and rare human life rightly in the manner as stated above, i.e. if they lay the foundation of their life properly and strongly; and if they

construct the superstructure of their future life upon the same completely, properly, strongly and nicely, they can live the remaining three parts of their precious and rare human life, which is a long period of, say, 75 years, successfully and ideally, i.e. economically and materially prosperously as well as spiritually happily and peacefully. In other words, they can live their precious and rare human life successfully, completely, purposefully, prosperously, happily and peacefully. Thus, precious and rare human li fe upon the earth plane can be said to be lived ideally.

This is a brief outline of the subject of "Life Building and Successful Living".

Students need to acquire knowledge on the subject of "Life Building and Successful Living", or, in short, "Life building Science", in their schools, colleges and universities through "Life-building, Character-building and Man-making Education". Such education comprises teachings mainly on moral values, ethical values, religious values and spiritual values, and therefore, such education is also called "Value Education" in the modern time. Acquiring knowledge about this subject by students during their golden student life and youth period is vitally necessary, extremely important and most worthwhile.

After acquiring such knowledge, they need to practise the knowledge so gained in their daily life and build their life rightly, i.e. completely, properly, strongly and nicely. Thereby, they can live their precious and rare human life ideally and successfully i.e. economically and materially prosperously as well as spiritually happily and peacefully.

What is "Life-building, Character-building and Man-making Education" or "Value Education" ? We will discuss the same in the next write-up.

Value education (Life-building, Character-building and Man-making Education or Moral, Ethical, Religious and Spiritual Education or Value education) — Its burning necessity in the life of the modern students

Meaning

What is "Value Education" ? Value Education consists of two words, i.e. value and education.

Education, as we generally understand, means imparting of teachings by Teachers on various subjects of study and learning of the same by students in the centres of learning.

Value generally means worth of a thing. Value in human life means some principle, quality or virtue which a human being believes and for which he has firm conviction to be worthy of possession and good for application and which he expresses in the day-to-day conduct in his life in all circumstances.

Values such as truth, non-violence, self-control, purity, love, compassion, nobility, benevolence, tolerance, generosity, forgiveness, selflessness, friendliness, fellowship, brotherhood, doing good to others or *paropakara*, etc. are basic human values, universal in nature and common for all human beings of the world irrespective of their caste, creed, cult, sect, colour, gender, faith, belief, religion, nationality, etc. These values are worthy of possession, good for application and ideal for expression in the day-to-day conduct by all human beings upon this earth plane.

Thus, value education means imparting of teachings to students on various kinds of values, including moral value, ethical value, religious value and spiritual value, in different spheres of activities in human life with a view to enabling them to learn, understand, appreciate, believe, accept and apply those values

in the day-to-day conduct in their lives for their good.

The major sources of the above values are moral science, ethics, religion and spiritual science. Hence, moral education, ethical education, religious education and spiritual education are called Value education.

Values build the character and the life of human beings and also make them as true human beings. Therefore, value education is "Life-building, Character-building and Man-making Education".

Value education is the "Real education".

Now let us discuss the simple meaning of moral education, ethical education, religious education and spiritual education.

Moral and ethical education relates to imparting of teachings to students on moral and ethical qualities or values in life such as truth, non-violence, self-control, celibacy, internal and external purity, honesty, austerity, non-stealing, non-covetousness, and other prescribed code of conduct or righteous actions or virtuous actions or moral and ethical actions.

Religious education, in this context, means imparting of academic or intellectual or theoretical knowledge or teachings to the students on different religions of the world covering, inter alia, (i) the correct meaning of religion, (ii) the necessity, importance and benefits of religion in human life, (iii) the brief outlines of various religions, the philosophies and teachings of various religions in brief, (iv) the fundamental principles or tenets of various religions, (v) the true concept of religion, (v) the essentials or the internal aspects of all religions which include moral and ethical qualities or values such as truth, non-violence, purity, love, compassion, nobility, benevolence, generosity, forgiveness, selflessness, friendliness, fellowship, brotherhood,

doing good to others or *paropakara,* etc. which are universal human qualities and are common to all human beings and all religions of the world at all periods of time and (vi) unity of religions.

However, religious education, for the present, should not include "Religious instructions" i.e. teachings on the non-essentials or the external aspects of different religions such as the methods of worship of God, rites, rituals, sacrifices, observances, ceremonies, festivals, customs, traditions, etc., which are different in different religions and which have been prescribed with a view to suiting to different sections of people of the world having different tastes, temperaments and needs in different geographical locations, historical times, etc. Because, imparting of teachings on such religious instructions or the non-essentials or the external aspects of different religions may lead to misunderstanding, discord, disharmony, quarrels, restlessness, etc. amongst the followers of different religions in the society, nation and world, due to lack of correct interpretation, right understanding, unanimous views, conclusions and acceptance of the same at the present time. Further, religious education should be non-sectarian in view of prevalence of multiple religions and multiple religious sects or sub-groups in our country. Religious education should also be non-dogmatic and non-bigotry.

Spiritual education relates to the Science of the Self or Soul or *Atman*. It is called *Atma Jnana*. It also relates to *Brahma,* the *Paramatman* or the Supreme Soul or the God. Therefore, it is also called *Brahma Jnana.* It imparts teachings or knowledge to students on various paths for achievement of the higher purpose of human life upon this earth plane i.e. attainment of Liberation of the individual Soul or *Atman* from the cycle of births and deaths or Union of the individual Soul or *Atman* with the Supreme Soul or God or *Paramatman* or

Brahma, or Self-realisation or God-realisation or *Moksha,* attainment of the state of Perfection, the state of Divinity. Such paths include different kinds of Yoga such as *Karma* Yoga, *Bhakti* Yoga, *Raja* Yoga, *Jnana* Yoga, Vedanta, meditation, prayer, etc.

Sayings in our Holy Spiritual Scriptures and Views of our Saints and Sages

In this context, it is most worthwhile to note some sayings in our ancient Spiritual Scriptures, and some views of our *Rishis, Munis,* Saints and Sages on some aspects of education system of our country.

Sayings in our ancient Spiritual Scriptures

Mundaka Upanishad (1.1.4) divides *vidya* or knowledge into two types, viz. *para vidya* and *apara vidya* (द्वे बिद्वे वेदितव्य परा चैवापरा च (मुण्डकोपनिषद - १.१.४)).

Para vidya means Knowledge of the Self or *Atma Vidya*. It is Science of the Self or *Atma*. It imparts knowledge regarding liberation of the individual Soul or *Atman* from the cycle of births and deaths and its union or merger with the Supreme Soul or the *Paramatma* or the *Brahma*. This *vidya* or knowledge is also called *Brahma Vidya* as it relates to attainment of the *Brahma,* the Supreme Soul, by the individual Soul. *Para vidya* gives spiritual freedom. It results in "Happy and Peaceful Living". *Para vidya* relates to the spiritual aspect of human life and is called Spiritual education or *Aadhyatma vidya. Para vidya* is called the higher *vidya*. It is the Supreme knowledge.

Apara vidya imparts knowledge regarding earning of money and achievement of material prosperity and fulfillment of vital worldly desires. It gives economic freedom. It leads to "Material Prosperity" and results in "Comfortable Worldly Living". It relates to the secular aspect of human life and is called Secular

education. *Apara vidya* is called the lesser *vidya*. It is the Ordinary knowledge.

Para vidya or Spiritual education and *Apara vidya* or Secular education are complementary as both are necessary for living a complete, prosperous, purposeful, happy, peaceful successful and ideal human life. And both spiritual education and secular education, combined together, constitute the "Right Education".

Vishnu Purana (1.19.41) says: "सा विद्या या विमुक्तये" — "Knowledge is that which liberates". It means "That *vidya* or knowledge which liberates the learner is true *vidya* or true knowledge". This true *vidya* or true knowledge means *aadhyatma vidya* or spiritual knowledge and it teaches the learner how to get liberation of his individual soul from the cycle of births and deaths. It relates to the spiritual aspect of human life and is called Spiritual education.

In the *Bhagavad Gita*, (Chapter - 10, verse - 32), *Lord Krishna* says : "Among the sciences I am the science of the Self" ("अध्यात्मविद्या विद्यानां") — (श्रीमद् भगवद् गीता, अध्याय - १०, श्लोक - ३२). It means that *Adhyatma Vidya* or the Science of the Self is supreme amongst all types of sciences. It relates to the spiritual aspect of human life and is called Spiritual science or Spiritual education.

Views of the world famous Saint Swami Vivekananda, the world famous Politician and Statesman as well as a Mahatma, the Father of our Nation Mahatma Gandhi and the world famous Saint Swami Sivananda

Views on Education

About "Education" Swami Vivekananda says that:-

"Education is the manifestation of the perfection already in man."

"Education is not the amount of information that is put into your brain and runs riot there, undigested, all your life. We must have life-building, man-making, character-making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library. … If education is identical with information, the libraries are the greatest sages in the world, and encyclopaedias are the rishis."

About "Education" Mahatma Gandhi says that:-

"By education I mean an all-round drawing out of the best in child and man -- body, mind and spirit."

"……Man is neither mere intellect, nor the gross animal body, nor the heart or soul alone. A proper and harmonious combination of all the three is required for the making of the whole man, and constitutes the true economics of education. ……"

About "Education" Swami Sivananda says that:-

"Education is the manifestation of the divinity in man."

"Education is the training in the art of living."

"That education which makes you tread the path of truth and righteousness, which moulds your character, which helps you to attain freedom, perfection and knowledge of the Self and, at the same time, enables you to eke out an honest living, can be called true education."

Views on Spiritual Education

About "Spiritual Education"

Swami Vivekananda says that:-

"Religion is 'the manifestation of the divinity already in man'."

"Every improvement in India requires first of all an

upheaval in religion. Before flooding the land with socialistic or political ideas, first deluge the land with spiritual ideas. If you attempt to get secular knowledge without religion, I tell you plainly, vain is your attempt in India; it will never have a hold on the people."

"We must have a hold on the spiritual and secular education of the nation. … You must dream it, you must talk it, you must think it, and you must work it out. Till then there is no salvation for the race."

About "Spiritual Education"

Mahatma Gandhi says that:-

"If India is not to declare spiritual bankruptcy, religious instruction of its youth must be held to be at least as necessary as secular instruction."

"WITHOUT a national system of education, all our efforts must prove futile. ……Whenever we get Swaraj-raj -- to-day or after some time, it has to be remembered that it will not last long without national education."

About "Spiritual Education"

Swami Sivananda says that:-

"True education must teach not merely some means of earning livelihood, tenets of citizenship, etc., but it must develop moral and spiritual qualities of the student."

"Education must aim at forming a spiritual attitude towards life. Spirituality does not hinder material progress. It buttresses, in fact, material interests. The real advancement and well-being of every society and nation depend upon the right kind of educational basis."

"If an educational system is to be morally effective, it must rest on a spiritual foundation. If this is assured, then science and technology will best serve the interests of mankind. Lop-

sided emphasis either on humanities or science alone will not serve the interests of the country. Science is not Godless. Science alone cannot ensure peace and harmony. Humanities alone cannot cure the ills of poverty or safeguard the freedom of the country. There should be a synthetic development of the both."

Necessity of Education

In this universe, every thing is changing and going through a process of evolution. The lowest of the creation i.e. the inanimate stones and mountains evolve into fertile soil. Fertile soils sustain and evolve into living plants and trees. Plants and trees evolve into insects and animals. Insects and animals evolve into human beings, the crown of creation. Then the turn comes for human beings to evolve and transform themselves into Divinity, which is the state of their Creator Himself, and thereby, to merge themselves with the Creator or God. With this, the process of evolution gets completed. Attainment of the state of Divinity, which is also known as Union of the individual Soul with the Supreme Soul or Liberation of the Soul from the cycle of births and deaths or Self-realisation or God-realisation or *Moksha*, is the Supreme Grand Goal of Aspiration of Ideal Human Life , as stated in our ancient Spiritual Scriptures and as said by our *Rishis, Munis*, Saints, Sages, and according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti*. Attainment of such state is possible only in human life amongst all kinds of living beings upon this earth plane but in no other species of life. Therefore, our ancient Spiritual Scriptures and our *Rishis, Munis,* Saints, Sages and the Great Ones say that human life upon the earth plane is a rare and precious gift of God, created with the higher purpose of enabling the human beings to attain the state of Divinity. They further say that attainment of such state only bestows permanent happiness, eternal peace and spiritual bliss in human life; and attainment of

such state alone results in permanent cessation of worldly sorrows, sufferings, pains and miseries in human life. Therefore, they say that human life ought to be utilised most gainfully for the purpose of attainment of the state of Divinity. When the state of Divinity is attained, and permanent happiness and eternal peace are derived; life is said to be successfully lived, completely lived, purposefully lived, truly lived, worthily lived, happily lived, peacefully lived. Then only human life is said to be ideally lived. Thus only, this rare and precious gift of human birth given to us by God is wisely and gainfully utilised.

Further, human beings have a mixture of animal instincts, human qualities and divine faculties. In the process of their evolution, they need to transform themselves into divinity, into perfection, by shedding their animal instincts like lust, anger, greed, fear, hatred, pride, jealousy, selfishness; developing moral and ethical values and human qualities like non-violence, selflessness, tolerance, courage, goodwill, friendliness, fellowship, brotherhood, doing good to others or *paropakara*, etc.; and unfolding their latent divine faculties like truthfulness, love, purity, compassion, forgiveness etc,. Thereby, they can make endeavours to attain Self-realisation or God-realisation, the state of Divinity, the state of Perfection.

Learning of the knowledge about (i) the method of attainment of the state of Divinity, known as Union of the individual Soul with the Supreme Soul or Liberation of individual Soul from the cycle of births and deaths or Self-realisation or God-realisation or *Moksha*, which is the Supreme Grand Goal of Aspiration of Ideal Human Life, as stated in our ancient Spiritual Scriptures, and according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti;* and (ii) the method of transformation of human beings into the state of Divinity, as stated in the above two paragraphs, requires

knowledge to be derived through education. Thus is the necessity of education for human beings.

Further, God has endowed human beings, the crown of His creation, with a special faculty i.e. the power of intellect. This power of intellect enables the human beings to think and discriminate between right and wrong. God has also granted complete independence to human beings in the spheres of their thinking and actions. With such independence, human beings can choose between right and wrong and then think, decide and act accordingly. Right action yields good results leading to happiness and peace in their life and wrong action brings in bad consequences resulting in pains, miseries, sorrows and unrest in their life. This happens according to the inexorable Law of Action or *Karma* i.e. "As you sow, so shall you reap". Therefore, it is necessary for human beings to use the power of intellect, the power of discrimination and to know what is right and what is wrong, for their good.

Learning of the knowledge about the science of actions, and the knowledge about discriminating between what is right and what is wrong and then to choose to take right action as stated above also requires education for human beings. Thus is also the necessity of education for human beings.

Acquiring knowledge for the above two purposes constitutes the primary necessity of education for human beings. Education for these two purposes is the true education or the real education. Such education can be acquired in the form of life-building, character-building and man-making education or moral, ethical, religious and spiritual education. Moral, ethical, religious and spiritual education is called Value Education in the modern time as discussed above. Such education, which was imparted in *Gurukulas*

and *Rishikulas* in ancient time, is presently not being imparted in modern schools, colleges and universities of our country.

Simultaneous with the process of their transformation, human beings have to live in this earth plane for some period. During their life span upon this earth plane, they need to survive by maintaining their physical body. For survival of their physical body as well as to meet their individual, family and social needs of secular nature, they need to earn money by taking to some income-generating activities. Learning of how to earn money through such activities also requires knowledge. For acquiring such knowledge also, human beings need education. Acquiring knowledge for this purpose constitutes the secondary necessity of education for human beings. Education for this purpose is called the secular education. Such education only is being imparted in modern schools, colleges and universities of our country.

This, in short, is the necessity of education for human beings.

Without education, human beings, as stated in our ancient Spiritual Scriptures and as said by our *Rishis, Munis,* Saints and Sages, live a life similar to that of the animal i.e. taking birth, searching for food, eating, sleeping, procreating, enjoying, fearing, suffering and one day, meeting with death. By living such an animal life, human birth, the rare and precious gift of God, is wasted and the higher purpose of human life is not achieved. Therefore, education is a basic necessity of human beings like food, clothing, house, medicine, etc. and is most vital in human life.

Importance of Education

Importance from individual point of view

Value education or moral, ethical, religious and spiritual

education or life-building, character-building and man-making education of human beings is the foundation upon which the superstructure of their successful life is built and upon which it rests. If the foundation is weak or deficient, the whole superstructure, howsoever strongly and nicely built, is bound to fall down or collapse, leading to destruction and loss. If the foundation is strong and is laid properly, the superstructure built upon it will stand strong and last long. In the same way, deficient education (i.e. secular education only without value education) will "mar" the life of human beings; and right education (i.e. both secular education and value education) will "make" their life. Deficient education may lead to temporary material prosperity and worldly pleasures but can not bring in permanent happiness, eternal peace and spiritual bliss in the personal life of human beings. Instead, it will lead to a life of miseries, diseases, sorrows, sufferings, negativity, scepticism, insecurity, fear, cares, anxieties, depression, unrest, etc. As a result, the rare and precious human life upon the earth plane will be lived in vain i.e. the higher purpose of human life i.e. Union of the individual Soul with the Supreme Soul or Liberation of the individual Soul from the cycle of births and deaths or Self-realisation or God-realisation or *Moksha*, which is the Supreme Grand Object of Aspiration or Grand Goal of Ideal Human Life, as stated in our ancient Spiritual Scriptures and as said by our *Rishis, Munis,* Saints and Sages, and and according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti*, can not be achieved. Consequently, lasting happiness and eternal peace can not be derived and there will not be permanent cessation of worldly sorrows, sufferings, pains and miseries in human life. On the other hand, value education or moral, ethical, religious and spiritual education or life-building, character-building and man-making

education will not only guide human beings regarding acquiring of true material prosperity in the rightful manner and fulfillment of legitimate vital worldly desires but also enlighten them on the path of religion and spirituality for achievement of the said higher purpose of human life. On achievement of the said higher purpose of human life, there will be lasting happiness and eternal peace; and permanent cessation of worldly sorrows, sufferings, pains and miseries in their personal life. In addition to this, it will also lead to true prosperity as well as real happiness and eternal peace in their domestic life, social life and national life. Therefore, value education is more important for human beings.

Further, value education or moral, ethical, religious and spiritual education or life-building, character-building and man-making education is more important than even the other basic necessities of human life such as food, clothing, house, medicine etc. Because, if the latter are not available to a human being, his physical health only will suffer or in the worst case, he may die. But if value education or moral, ethical, religious and spiritual education or life-building, character-building and man-making education is not made available, he may remain physically alive and well, but morality, ethics, character, humanity, nobility, religion and spirituality in him will die; he will live an animal-like life full of sorrows, sufferings, pains and miseries only; he will invite degeneration, downfall, destruction and loss in his personal life and thus, his precious human life will be lived in vain. Therefore, value education is more important, rather most important and most vital for human beings.

Importance from national point of view

Value education or moral, ethical, religious and spiritual education or life-building, character-building and man-making

education is more important than the other basic necessities of life like food, clothing, house, medicine etc. for a nation also.

Because, a nation is said to be built more with its people, its living beings, than with its inanimate vast geographical area, enormous economic development, abundant material prosperity, vast scientific inventions, great technological advancements, huge military powers, etc. Because, the people of a nation, who have built their lives rightly and empowered themselves profoundly with good physical health, powerful mind, noble character and ethical conduct during their student life and youth period, only can contribute significantly and work constructively towards the development, progress, prosperity, peace and welfare of a nation in all fields of activities. And the people of a nation or the citizens of a nation (more particularly, the students, the future citizens of a nation), who have been imparted right education, i.e. value education or moral, ethical, religious and spiritual education or life-building, character-building and man-making education, during their student life and youth period in schools, colleges and universities, only can build their lives rightly in the said manner; and such rightly-educated people only can build a nation rightly and make the nation great. Therefore, it is said that "Student Building leads to Nation Building" or "Nation Building comes through Student Building" or "Nation Building depends on Student Building".

Further, if the basic necessities of life such as food, clothing, house, medicine etc. are not made available to the people of a nation, the people of one generation only will suffer physically or even die. But if a nation can not make value education or moral, ethical, religious and spiritual education or life-building, character-building and man-making education available to its people, the people may remain physically alive; achieve great economic development and

abundant material prosperity; make vast scientific inventions and great technological advancements; and enjoy huge comforts and enormous luxuries, but morality and ethics; character and humanity; religion and spirituality; patriotism and loyalty to the nation in them will die; the people will get degenerate, there will be downfall, unrest, violence, destruction and loss in the life of the people and in the life of the nation. Thus, the nation will die, its culture will die. The degeneration will also have similar adverse effects on cumulative basis on the people of a nation, generation after generation, and thus, the civilization of a nation will also die.

In view of the above, value education or moral, ethical, religious and spiritual education or life-building, character-building and man-making education is more important, rather most important and most vital, for a nation also.

Ancient Education

In ancient time, educational centres known as *Gurukulas*, *Rishikulas* were imparting to students life-building, character-building and man-making education or moral, ethical, religious and spiritual education, called value education in modern time; and also secular education such as languages, mathematics, economics, political science, social science, medical science, architecture, fine arts, sculpture, weaponry, etc. The purpose of education was life-building, character-building, man-making and self-development.

Consequently, the ancient students could know the right goals and the right path of their life. They were proceeding in that path and were able to build their life rightly by laying a proper and strong foundation of life and by constructing thereupon a complete, proper, strong and nice

superstructure of life. They were achieving all-round developments of their physical body, mind, intellect, heart and soul. Overall, they were living an ideal student life. Further, they were able to build themselves adequately to stand on their own legs and earn their livelihood indepentently. They were also able to face the challenges and difficulties of real work-a-day life and to keep on proceeding forward optimistically and patiently amidst unfavourable circumstances and adverse situations.

They were also developing themselves as good human beings; and were adhering to righteousness and practising spirituality in their day-to-day life. They were living their precious life in accordance with our Indian Culture or *Bharatiya Sanskruti* and endeavouring to achive the higher purpose of precious human life i.e. Liberation of the individual Soul from the cycle of births and deaths or Union of the individual Soul with the Supreme Soul or Self-Realisation or God-Realisation or *Moksha*, as stated in our ancient Spiritual Scriptures; and thereby, they were living their rare and precious life with lasting happiness and eternal peace; without worldly sorrows and sufferings. Thus, their future life was ideal, successful, complete, purposeful, prosperous, happy and peaceful.

Modern Education

But in modern time, the ancient system of education was reportedly replaced* by the western system of education by the Britishers during their more than 200 years of rule over our country with ulterior motive to "break the very backbone of our nation,

*This is very much clear from the following excerpt from the reported speech of Thomas Babington Macaulay delivered by him in the British House of Commons on the 02nd February 1835 when there was British rule in our motherland:-

"I have travelled the length and breadth of India and I have not seen one person who is a beggar, who is a thief. Such wealth I have seen in this country, such high moral values, people of such caliber that I do not think we would ever conquer this country, unless we break the very backbone of this nation, which is her spiritual and cultural heritage and therefore, I propose that we replace her old and ancient education system, her culture, for if the Indians think that all that is foreign and English is good and great than their own, they will lose their self esteem, their native cultures and they will become what we want them a truly dominated nation."

Mr. Macaulay had also reportedly said "We must do our best to form a class who may be interpreters between us and the millions whom we govern, a class of persons Indian in blood and colour, but English in taste, in opinions, words and intellect."

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which is our spiritual and cultural heritage" and in order to keep our nation as a "truly dominated" one. Consequently, our schools, colleges and universities teach our students only secular education, that too on western pattern. There is no provision for imparting of life-building, character-building and man-making education or moral, ethical, religious and spiritual education, called value education in modern time.

Consequently, our modern students are deprived of the same. They are not imparted teachings on the right goals and the right path of human life; and on the manner of building their life rightly and living the same successfully. They have become victims of such situation and many of them proceed in the wrong path of life. Consequently, the foundation of their life becomes weak with poor physical health, weak mind, non-observance of celibacy, pitiful/not-so-noble character and undesirable/not-so-ethical conduct. They are unable to achieve all-round development of their physical body, mind, intellect, heart and soul. They are unable to bring out the best in them. Overall, they are not able to live an

ideal student life like the ancient students. Further, they are unable to build themselves adequately to stand on their own legs and earn their livelihood independently. They are also unable to face the challenges and difficulties of real work-a-day life and to proceed forward optimistically and patiently amidst unfavourable circumstances and adverse situations. They are also not able to develop themselves as good human beings when compared with the ancient students. Further, they are devoid of knowledge about our great ancient Indian Culture or *Bharatiya Sanskruti*, and about the *parama lakhya* or the supreme goal of human life, *dharma* or religion, *adhyatma* or spirituality. Consequently, they do not adhere to righteousness and moral and ethical values and do not practise spirituality in their life. In stead, they live their future household life in a predominantly materialistic pattern with enormous worldly enjoyments and abundant sensual pleasures. Thereby, their future life is spent in sorrows, sufferings, miseries and failures, without achievement of the higher purpose of human life i.e. Liberation of the individual Soul from the cycle of births and deaths or Union of the individual Soul with the Supreme Soul or Self-Realisation or God-Realisation or *Moksha*. (Achievement of this higher purpose is the supreme grand goal of ideal human life, as stated in our ancient Spiritual Scriptures and as said by our *Rishis, Munis,* Saints and Sages, and according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti*. Achievement of this grand goal alone bestows lasting happiness and eternal peace; and results in permanent cessation of worldly sorrows and sufferings in human life). Thus, our modern students are unable to live an ideal, successful, complete, purposeful, prosperous, happy and peaceful human life. Consequently, they are undergoing catastrophic conditions and are suffering from irreparable damages and incurring permanent losses in their lives.

The adverse effects of the faulty/ deficient modern education system have also been befalling on our elderly persons, our teachers and professors, our family, our society, our culture and our nation.

Necessity for restoration of life-building, character-building and man-making education or moral, ethical, religious and spiritual education, called value education in modern time, in the schools, colleges and universities of our country

In this context, it is most important to note here that students can learn how to build their character and how to perform ethical conduct by acquiring moral and ethical education. Also, they can learn how to live religious and spiritual life by acquiring knowledge about *dharma* or religion and *adhyatma* or spirituality through religious education and spiritual education. But imparting of moral, ethical, religious and spiritual education, which was there in educational centres known as *Gurukulas, Rishikulas* in ancient time, has not yet been restored in modern schools, colleges and universities of our country. The reason for the same could be that imparting of such types of education, more particularly religious education, is considered by many in modern time as anti-secular and also violative of the provisions of the Article 28 of the Constitution of India.

In this connection, it is to be noted that all high level Commissions and Committees constituted in our country since independence in 1947 such as the Radhakrishnan Commission (1948-49), Kothari Commission (1964-66), National Policy on Education (1986), Ramamurti Committee (1990), Central Advisory Board of Education (CASE) Committee on Policy (1992), Planning Commission Core Group on Value Orientation of Education (1992), S.B. Chavan Committee (1996-99) have spoken about the necessity of and given their recommendations

for restoration of moral, ethical, religious and spiritual education in all schools, colleges and universities of our country.

Further, in W.P.(C) No. 98 of 2002 in the case of Ms. Aruna Roy and Others vrs. Union of India and Others, the Hon'ble Supreme Court of India have also observed that introduction of study of religions (or religious education), as distinguished from religious instructions, in educational institutions of our country, wholly maintained out of State funds, (a) is not anti-secular and also (b) is not violative of the provisions of the Article 28 of the Constitution of India (which prohibits imparting of religious instructions in any educational institution wholly maintained out of State funds); rather such education is necessary in the life of the children to grow as good human beings and in the life of the people to control their wild animal instincts and achieve spiritual growth and higher goal of human life. (For brief details on these two points, please go through the write-up on "Religious education is not anti-secular and is not violative of the provisions in our Constitution" included in Appendix — 1 of the text book titled "Life Building Science". Students can go through the PDF copy of this text book in the internet archive by (1) accessing internet through any browser, (2) logging in <archive.org>, (3) clicking - <Advance Search>. (A box of fields will appear on the screen), (4) typing <Mohan Lal Agrawal> in the field "Creator", (5) clicking <Search>. The said book will be displayed).

Therefore, imparting of moral, ethical, religious and spiritual education, more particularly religious education, in modern schools, colleges and universities of our country is not anti-secular and also is not violative of the provisions of the Article 28 of the Constitution of India. Thus, there is no constitutional/legal obstruction/impediment for imparting of moral, ethical, religious and spiritual education, more particularly,

religious education, to our students in modern schools, colleges and universities of our country, which are wholly maintained out of State funds. And there is no constitutional/legal obstruction/ impediment at all for imparting of such education to our students in all other modern schools, colleges and universities of our country including the private ones.

In spite of the above, life-building, character-building and man-making education or moral, ethical, religious and spiritual education, called value education in the modern time, has not yet been restored in modern schools, colleges and universities of our country; and has not yet been included in the study curriculum.

In this connection, it is most worthwhile to note that life-building, character-building and man-making education or moral, ethical, religious and spiritual education is the "soul" of an ideal study curriculum while secular education on various subjects of study is its body. Therefore, life-building, character-building and man-making education or moral, ethical, religious and spiritual education, called value education in the modern time, needs to be restored and included in the present study curriculum and imparted to the students in our modern schools, colleges and universities most urgently and immediately, withour further loss of time, in the larger interests of our moden students, as well as our elderly persons, our teachers and professors, our family, our society, our culture and our nation.

Necessity of Study of Spiritual Literature

In this situation and till life-building, character-building and man-making education or moral, ethical, religious and spiritual education, called value education in the modern time, is restored permanently in our modern schools, colleges and universities, our modern students need to study, in their own interest, Spiritual Literature, because the same is the source of moral, ethical, religious and spiritual education. By studying Spiritual Literature,

they can learn life-building, character-building and man-making education or moral, ethical, religious and spiritual education or value education; and get necessary guidance in the matter of deciding the right goals of precious human life; knowing the right path of precious human life; building their precious human life rightly by laying a proper and strong foundation and by constructing thereupon a complete, proper, strong and nice superstructure during their golden student life and youth period; and for living the same completely, purposefully, prosperously, happily, peacefully, successfully and ideally.

What is Spiritual Literature ? We will discuss the same in the next write-up.

(This write-up is a revised, recast and abridged version of the complier's write-up on "Restoration of Moral, Religious and Spiritual Education" included in the book of compilation "Youth ! Arise, Awake and Adopt the Right Path of Life", published in 2012).

Spiritual Literature — Its great benefits for modern students in life building and successful living

Spiritual Literature

"Spiritual Literature" means standard works like *Vedas, Upanishads, Bhagavad Gita, Patanjali Yoga Sutras, Manu Smriti, Mahabharata, Ramayana, Granth Sahib, Koran, Bible, Zend-Avesta* and other Holy Spiritual Scriptures of various religions. "Spiritual Literature" also means the books written by spiritually illumined, God-realised *Rishis, Munis,* Saints, Sages and Prophets.

Those standard spiritual literatures are in classical languages such as Sanskrit, Urdu, etc. and therefore, it may not be possible for most of our modern students to study the same as they may not be knowing the said languages. Even if some of them know the said languages and can study those scriptures, the deep, inner, true meaning of the teachings contained in them may not be understood by them.

In such a situation, some of the great, spiritually illumined, God-realised modern Saints and Sages and Prophets, who have studied those standard spiritual scriptures meticulously, understood the teachings contained in them correctly and practised those teachings in their life successfully, have written a good number of books on spiritual subject. In their books, they have explained the teachings contained in the ancient spiritual scriptures and given their own commentaries on the same in simple manner and in widely-read modern languages like English, Hindi, etc. Hence, our modern students can study such books and easily acquire detailed knowledge on various topics on the subject of "Life Building and Successful Living" or, in short, "Life Building Science", such as good physical health, powerful mind, noble

character, ethical conduct, celibacy, Indian culture, religion, spirituality, etc. Thereafter, they can practise the same in their day-to-day life, decide the right goals and the right path of their precious human life; build their precious human life rightly by laying a proper and strong foundation and by constructing thereupon a complete, proper, strong and nice superstructure during their golden student life and youth period; and live the same completely, purposefully, prosperously, happily, peacefully, successfully and ideally. Thereby, they will derive immense benefits for themselves.

One such modern Saint is Swami Sivananda Saraswati, the Founder President of the International Divine Life Society, Rishikesh, Uttarakhand, India. He is regarded all over the world as a towering, perfect, spiritually-illumined, God-realised Saint of the modern time. He has written many books on almost all aspects of human life, commencing from health and hygiene to religion and spirituality. By studying those books our modern students can learn teachings on almost all topics of the subject of "Life Building and Successful Living" or, in short, "Life Building Science" which they require the most. Therefore, our modern students can most profitably study the books written by him.

Now, let us discuss briefly about Swami Sivananda Saraswati and Sivananda Literature.

Swami Sivananda Saraswati

Swami Sivananda Saraswati was born as Kuppuswamy on the 08th September 1887, in the illustrious family of the sage Appayya Dikshitar and several other renowned saints and savants. His mother also belonged to a highly religious family. He had a natural flair for a life devoted to the study and practice of Vedanta.

He had an inborn desire to serve all humanity. His passion for service drew him to the medical career and he became a

doctor by profession. He went to Malaya and rendered his medical service to the sick people. In the hospitals in Malaya in which he worked, he spent all his energy and time in relieving human sufferings by serving the sick and the poor, day and night, with a sympathetic heart. This type of selfless service gave him purification of heart and mind, and led him to the spiritual path.

In course of his medical service, his inborn spirit of *vairagya* or dispassion came out from within. Then, he gave up the life of ease, comfort and luxury, renounced his lucrative medical career at Malaya in 1923, came back to India, settled down at Rishikesh, Himalayas, obtained *sannyasa diksha* from his Spiritual Preceptor or *Aadhyatmik Guru Paramahamsa* Shri Swami Viswananda Saraswati and took to the life of complete renunciation or *sannyasa* life. He practised intense spiritual austerities and prolonged deep meditation; and attained Spiritual illumination or Self-realisation or God-realisation or *Moksha*. He shone as a great Yogi, *Para Bhakta*, Saint, Sage and *Jivanmukta* (One liberated while living). The doctor of the body and mind became the doctor of the soul.

Swami Sivananda Saraswati is a broad-minded, catholic, liberal, world-renowned saint of modern India. He believes in the common Fatherhood of One God and universal brotherhood of all human beings. To him, all human beings, irrespective of their religion, faith, belief, nationality, caste, creed, colour, sect, gender, etc., are equal. Many of his disciples and followers include christians and muslims, apart from hindus. He treats all religions as essentially one. He pays equal respect to all religions; and exhorts that all religions speak the same truth. He also says that the essence of all religions, i.e. universal good qualities like truth, non-violence, purity, love, compassion, forgiveness, tolerance, brotherhood, doing good to others, etc., is one. He worked for unity of religions in the society and the world. He also worked for world peace.

Be good. Do good. — Swami Sivananda

The International Divine Life Society, Rishikesh founded by him is purely a non-sectarian spiritual organisation and anybody who vows to adhere to truth, non-violence and purity can become its member, irrespective of his religion, faith, belief, caste, creed, colour, sect, gender, nationality, etc. Many christians and muslims, apart from hindus, are also its members. The main objective of the said society is dissemination of spiritual and cultural knowledge amongst the people. The purpose of such dissemination is that people can acquire spiritual knowledge and thereafter, they can practise the same and transform themselves into "Divinity" by shedding their animal instincts, developing human qualities and unfolding their latent divine faculties. Thus, they can live a noble, ethical and spiritual life and make endeavours to attain Self-realisation or God-realisation or *Moksha*, the state of Divinity, the state of Perfection, which is the Supreme Grand Goal of Ideal Human Life, as stated in our ancient Spiritual Scriptures and as said by our *Rishis, Munis,* Saints and Sages, and according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti*. Thereby, they can derive lasting happiness and eternal peace and there will be permanent cessation of worldly sorrows, sufferings, pains and miseries in their life. Thus, they can live their rare and precious human life upon the earth plane happily, peacefully, successfully and ideally.

After attainment of spiritual illumination, the mission of life of Swami Sivananda Saraswati became dissemination of the spiritual knowledge that he gained during his severe austerities, prolonged meditation and intense spiritual *sadhana* amongst the entire humanity in order to show them the right path of life. With such mission, he commenced his real service to the entire modern mankind. Millions of people across the world, irrespective of their religion, faith, belief, caste, creed, cult, sect, colour, gender, nationality, etc. flocked to Swami Sivananda Saraswati for spiritual guidance, light and solace. Swami Sivananda Saraswati embraced them all and showed them the right path of life.

Be good. Do good. — Swami Sivananda

Sivananda Literature

The intense desire of Swami Sivananda Saraswati to disseminate spiritual knowledge amongst the entire modern mankind and his mission to serve them through such dissemination made him to write more than 300 most valuable books. He wrote those books on all aspects of human life, commencing from health and hygiene to religion and spirituality and for all categories and all classes of people, for their guidance. His books are known as Sivananda Literature, which is regarded as a class by itself. Sivananda Literature is widely read through out the world and has earned great eminence all over the world. Sivananda Literature is a many-sided, all-inclusive and comprehensive veritable ocean of most valuable immortal teachings with several unique features. Those teachings are greatly enlightening and immensely beneficial for the entire modern mankind including the modern students and youth. Swami Sivananda Saraswati had special interest for the education, development and welfare of the modern students and youth and therefore, he has written many books specifically for their benefits. Some of his books have been prescribed as text books in some schools and colleges.

Sivananda Literature can eminently meet the requirements of our modern students for the following four broad reasons:-

(A) Firstly, Sivananda literature is vast and rich with teachings on almost all topics on the subject of "Life Building Science" which are most acutely needed by our modern students.

Sivananda literature is vast and rich with right kind of teachings on almost all topics of life-building, character-building and man-making education or the subject of "Life Building and Successful Living" or, in short, "Life Building Science" such as good physical health, powerful mind, noble character

(satcharitra), ethical conduct *(sadachara),* celibacy *(brahmacharya),* Indian Culture *(Bharatiya Sanskruti),* religion *(dharma)* and spirituality *(adhyatma),* etc. Our modern students need such education the most and that too, very acutely, for building their life rightly, i.e. for laying the foundation of their life properly and strongly and for constructing the superstructure of their life completely, properly, strongly and nicely; and for living their life completely, purposefully, prosperously, happily, peacefully, successfully and ideally. The teachings contained in Sivananda Literature are very comprehensive and self-contained. Therefore, our modern students can have the opportunity of studying all those teachings and meeting all their requirements on all such topics from a single source.

(B) Secondly, Sivananda Literature is unique with several special features.

Sivananda Literature is unique with several special features, some of which are stated as under.

(1) Sivananda Literature contains the essence of all spiritual scriptures and religious literatures:-

Most of the spiritual scriptures and religious literatures in their original are said to be archaic and have been written many a time in obscure and allegorical language. Also many such scriptures have been written in the form of verses and *sutras,* without being expounded. Therefore, the real or deep or inner meaning of the teachings contained in those scriptures is not easily comprehensible and is not immediately perceptible to the vast majority of the modern men. Hence, Swami Sivananda Saraswari studied and churned those scriptures and literatures, brought out the most precious essence of the teachings contained in them and presented such essence of the teachings in the books written by him. The common modern mankind can study those books containing such essence, and that too, from one source, with

great ease and can understand the teachings contained therein correctly.

(2) Sivananda Literature is practical:-

The teachings of Swami Sivananda Saraswati are not merely academic, theoretical or abstract teachings, but are practical. His writings spotlight the practical aspects of religion and spiritual science. His teachings tell the readers not so much of what they should believe in or what they should merely know, but what they should practically do and how they should practise in their daily life in order to achieve success. Thus, Sivananda literature is ready-made practical instructions for the readers for their direct and instant practice. Therefore, the readers need not go to somewhere else in order to find out the practical instructions for putting them in their spiritual practice or *aadhyatmik sadhana* in their life.

(3) Sivananda Literature is based on his personal experiences and is, therefore, very powerful, forceful and effective:-

The writings of Swami Sivananda Saraswati are based on his own personal experiences. He wrote those teachings only after successfully applying, practising and experiencing the same in his own life. His teachings are charged with the divine power which he derived from his own severe austerity, deep meditation, prolonged spiritual practice or *aadhyatmik sadhana* and God-realisation. Therefore, the writings of Swami Sivananda Saraswati are very powerful, forceful and effective and those directly penetrate into the hearts of the readers.

(4) Sivananda Literature is highly awakening, greatly inspiring, heart-touching, soul-elevating and life-transforming:-

Swami Sivananda Saraswati being a God-realised saint,

his writings are a very powerful awakener. Those writings instantly awaken the modern men, students and youth to rise from their slumber and then profoundly inspire them to start living a noble, ethical and spiritual life. His writings are heart-touching, soul-elevating and life-transforming. Reading of a few sentences of his writings is enough to bring about radical change in the life of the readers and transform them, even atheists, into spiritual persons.

(5) Sivananda Literature is scientific and therefore, highly acceptable and greatly appealing to the modern men, students and youth:-

The modern men, more particularly, the modern students and youth, approach all matters in a spirit of investigation and they seek first to know the 'why' and 'how' of things before accepting them. They also always expect tangible results of any practice to be undertaken by them. To such modern men, students and youth, Sivananda Literature, which gives a rationalistic treatment to the subject and usually explains the subject in a scientific manner, is highly acceptable and greatly appealing.

(6) Sivananda Literature infuses optimism, positivism, enthusiasm, hope, faith, confidence and encouragement in the minds of the modern men, students and youth:-

The writings of Swami Sivananda Saraswati are always positive in their tone. Therefore, Sivananda Literature infuses optimism, positivism, enthusiasm, hope, faith, confidence and encouragement in the minds of the modern men, students and youth. When enthusiasm lacks and faith wavers, the living words of Swami Sivananda Saraswati infuse fresh zeal and revive faith in the hearts of the readers. Further, Swami Sivananda Saraswati always took the positive course of encouraging and infusing new

hope and optimism into the minds of the modern men, students and youth; and seldom took condemnatory attitude towards them. Therefore, his literature greatly appeals to the modern men, students and youth and are highly effective in moulding their thoughts and conduct.

(7) Sivananda Literature has been written in the widely-used modern and simple language:-

Swami Sivananda Saraswati has presented his writings to the modern men, students and youth in the widely-used modern language, viz. English. Also, Swami Sivananda Saraswati has written his books in very simple language, in short sentences and without using difficult and complicated words. His writings are also very clear and lucid. Therefore, the vast common modern men, students and youth, even a high school student, can easily read his writings and very well understand their meaning even with a single reading.

(8) Sivananda Literature attaches great importance on practice of spirituality commencing from the student life and youth period itself:-

As the well-wisher of the students and youth, Swami Sivananda Saraswati exhorts, inspires and encourages modern students and youth to commence practising spirituality, together with their school/ college/ university education, from their student life and youth period itself instead of postponing it to a distant future or to the post-retirement period. Because student life and youth period is the most precious and most conducive period in one's life when one is in best state of health and mind and therefore, they can easily and effectively practise spirituality and thereby, they can derive maximum benefits for themselves.

(C) Thirdly, Sivananda Literature is universal in scope.

Swami Sivananda Saraswati deeply studied the spiritual scriptures of the ancient and modern times; and the scriptural writings of almost all great saints, sages and prophets of all religions of the world, collected the cream of the same and presented them in his books in his own language and in his inimitable style. His writings are thus a beautiful unification and synthetic combination of such diverse teachings. Therefore, the teachings contained in his books are universal in scope. And hence, his teachings are acceptable, appealing and beneficial to all people of the whole world irrespective of their nationality, religion, faith, belief, cult, caste, creed, sect, colour, gender, etc. Millions of people belonging to different nations, religions, faiths, beliefs, sects, creeds, colours, etc. all over the world have studied his books and derived immense benefits.

(D) Fourthly, Sivananda Literature is highly student-friendly.

Swami Sivananda Saraswati had special interest in the education and development of the modern students and youth. He imparted them teachings regarding good physical health, powerful mind, noble character, ethical conduct, celibacy, personality development, success in life, religion, spirituality, etc. He tried to mould the students through imparting of moral, ethical, religious and spiritual teachings. He spoke to the students not as a Master, but as a friend and well-wisher. He always took the positive course of encouraging and infusing new hope and optimism into students and youth; and seldom took condemnatory attitude towards them. Therefore, his teachings are highly appealing to the students and youth. He also addressed the students and youth directly which gives them the feeling of a personal touch and also which creates a feeling of intimacy, sense of interest and ready acceptability of his teachings in their minds. His teachings are in simple language and even a high school

student can understand the same well. In view of these, Sivananda Literature is highly student-friendly. Therefore, the teachings of Swami Sivananda Saraswati have been well-received and readily accepted by the modern students and youth. Millions of modern students all over the world have been studying Sivananda Literature and are deriving immense benefits for themselves.

With such vast and rich contents and with so many unique features, Sivananda Literature can eminently meet the requirements of our modern students and guide them for proceeding in the right path of life, and for building their life rightly by laying a proper and strong foundation with good physical health, powerful mind, noble character *(satcharitra),* ethical conduct or good conduct or righteous conduct or virtuous conduct *(sadachara),* with strict observance of complete celibacy *(purna brahmacharya) ;* for attaining integrated and harmonious development of their physical body, mind, intellect, heart and soul; for developing an excellent personality; for acquiring knowledge on Indian Culture *(Bharatiya Sanskruti),* religion *(dharma)* and spirituality *(adhyatma)*; for becoming good human beings; for constructing the superstructure of their life completely, properly, strongly and nicely; for living the religious and noble life; for living the spiritual life for achieving the higher purpose of human life i.e. Liberation of the individual Soul from the cycle of births and deaths or Union of the individual Soul with the Supreme Soul or Self-Realisation or God-Realisation or *Moksha,* which is the Supreme Grand Goal of Ideal Human Life, as stated in our ancient Spiritual Scriptures, and according to our country's great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti;* and thus, for living an ideal, successful, complete, purposeful, prosperous, happy and peaceful human life, both secular and spiritual.

In this connection, the world-renowned saint Swami

Krishnananada Saraswati, one of the great disciples of Swami Sivananda Saraswati says "x x x x At a time when education in this country has lost much of its meaning by its being devoid of man-making spiritual content, Sivananda Literature comes as a God-sent boon to the student community. No one, perhaps, is better qualified to advise the students and command their love and reverence than Swami Sivananda, because Swamiji speaks not as a Master, but as a friend and well-wisher. Says he: "I speak as your humble Sevak and 'Hitakankshi'. Whatever I say, I say by way of friendship and you have to act upon it after hearing me. Please accept this as a gift and make it your own." Gurudev's gift, not only to youth but to the whole mankind, is his literature, sweet and sublime, vast and luminous — the Divine Literature in commemoration of which the Sivananda Literature Festival is being celebrated today (July 20, 1959) throughout the whole world.

Millions the world over have benefited materially and spiritually through the study of Swamiji's life-transforming works."

The teachings of Swami Sivananda Saraswati from his saintly heart as contained in Sivananda Literature are immortal. Therefore, those are a great blessing not only to the generation in which he lived but also to the generation and generation to come after him. The world-renowned saint Swami Chidananda Saraswati, one of the foremost and great disciples of Swami Sivananda Saraswati, while delivering a talk on His Holy Spiritual Master said "Our daily life should be a response to that call from darkness to Light. And Holy Master, having become illumined with that Light, wished to share it with all mankind, with all his brethren. And this great and intense urge from his great heart manifested itself as 300 books and his free distribution of innumerable pamphlets. This sharing was one hundred per cent of his life. It marked his entire being — share! "May all be

illumined. May all attain that great peace. May all become blessed. May all become liberated!" That was Holy Master!" He further said, "And through this institution that he established, he continues to do that sublime work. Fortunate indeed is mankind. Blessed are generations that have come after him, for he made his light to shine perpetually. He has made it akhanda jyoti. He has made a permanent, unbroken light, banishing the darkness, illumining the pathway of life of all sincere seekers."

In view of the foregoings, Sivananda Literature can eminently meet the requirements of our modern students on various topics of life-building, character-building and man-making education or the subject of "Life Building and Successful Living" or, in short, "Life Building Science" for ever, generation after generation, and hence, our modern students can most profitably study Sivananda Literature and derive immense benefits in their lives, both secular and spiritual.

A topic-wise list of selected books written by Swami Sivananda Saraswati which can eminently meet the requirements of our modern students on life-building, character-building and man-making education or on various topics of the subject of "Life Building and Successful Living" or, in short, "Life Building Science" is furnished below.

Topic — Good Physical Health:- 1. Yoga Asanas, 2. Science of Pranayam, 3. Health and Diet, 4. Health and Hygiene, 5. Radiant Health through Yoga, 6. Health and Long Life, 7. Health and Happiness, Topic — Powerful Mind:- 8. Thought Power, 9. Mind, Its Mysteries and Control, 10. Conquest of Mind, 11. Concentration and Meditation, Topic — Noble Character:- 12. How to Cultivate Virtues and Eradicate Vices, 13. Universal Moral Lessons, 14. Conquest of Anger, 15. Conquest of Fear, Topic — Ethical Conduct:- 16. Ethical Teachings, 17. Universal Moral Lessons, Topic — Celibacy:-

18. Practice of Brahmacharya, Topic — Insight into Human Life:- 19. Know Thyself, 20. Philosophy of Life, Topic — Religion:- 21. All About Hinduism, Topic — Spirituality:- 22. Guru Tattwa, 23. Practice of Karma Yoga, 24. Essence of Bhakti Yoga, 25. Practice of Bhakti Yoga, 26. Japa Yoga, 27. Raja Yoga, 28. Dhyana Yoga, 29. Jnana Yoga, 30. Essence of Vedanta, 31. Practice of Vedanta, 32. Principal Upanishads, 33.Bramhasutras, 34. Srimad Bhagavad Gita, 35. Satsanga and Svadhyaya, 36. Sadhana, Topic — Unity of Religions:- 37. Unity of Religions, Topic — World Peace:- 38. World Peace, Topic — General:- 39. Religious Education, 40. Moral and Spiritual Regeneration in the world, 41. Sure ways for Success in Life and God Realisation, 42. Students Success in Life, 43. Inspiring Stories, 44. Spiritual lessons, 45. Students, Spiritual Literature and Sivananda (Swami Chidananda Saraswati).

Our modern students can also study the spiritual books on various topics of life-building, character-building and man-making education or the subject of “Life Building and Successful Living”, or, in short, "Life Building Science" written by other great, spiritually illumined, God-realised Saints, Sages, *Rishis, Munis* and Prophets and acquire necessary knowledge on the said subject.

PART - B

Teaching Profession — Its True Dimensions

(Shri Swami Sivachidananda Saraswati)

(Compiler's Note: In service sector, more particularly in organised service sectors like organisations, industries, institutions, offices, departments, etc., employers advise and counsel their employees during meetings, conferences, workshops, training sessions, etc. to perform their assigned duties efficiently and effectively so that their organisations will achieve their set goals, they will earn profit and also their customers and beneficiaries will derive benefits. But, they seldom counsel their employees to perform their duties rightly with a view that the employees themselves will benefit personally. In educational institutions, teachers are advised to perform their teaching duties effectively and impart quality teachings to the students so that their students will benefit a great deal and also their educational institutions will rank amongst top educational institutions and earn good name and fame. But perhaps they are seldom told as to how they themselves will benefit personally by performing their teaching duties rightly.

In this context, in one occasion, during one 04 Days Students' Awareness Programme on "Value Education for Life Building and Successful Living" organised at IDM Public School, Bolangir, Odisha, India during November 2019, there was a "Teachers' Orientation Session" for teachers, in addition to various classes for students. In that session, Shri Swami Sivachidananda Saraswati belonging to the Divine Life Society, Rishikesh, India and the Secretary of the Sivananda Centenary Boys High School, Bhubaneswar, Odisha, India delivered his address to the teachers on the topic: "Teaching Profession — Its True Dimensions". In that address, Shri Swamiji mainly dwelt upon the true dimensions of teaching profession and the personal benefits that the teachers will derive by performing

their teaching duties rightly. In addition, he spoke to the teachers on their roles and responsibilities as teachers.

The said address of Shri Swamiji, in our humble view, is profoundly enlightening, enormously enriching, greatly elevating and highly inspiring. It can be regarded as a life-long Universal Guide and True Companion of our revered modern teachers. Therefore, I have collected that address and reproduce the same in this book, with the kind consent of Shri Swamiji, for study, practice and benefits of our revered modern teachers.

I most humbly, earnestly and fervently pray to our revered modern teachers to kindly make it convenient to go through the said address and utilise the teachings contained therein during performance of their teaching duties for their personal benefits. Consequently, I firmly believe, they will derive immense personal benefits for themselves. Simultaneously, their students, their educational institutions, the society and the nation will derive great benefits).

The said address of Shri Swamiji is reproduced as under:-

Universal Prayer

O Adorable Lord of Mercy and Love!
Salutations and prostrations unto Thee.
Thou art Omnipresent, Omnipotent and Omniscient.
Thou art Existence-Consciousness-Bliss Absolute.
Thou art the Indweller of all beings.
Grant us an understanding heart,
Equal vision, balanced mind,
Faith, devotion and wisdom.
Grant us inner spiritual strength
To resist temptations and to control the mind.
Free us form egoism, lust, greed, hatred,
anger and jealousy,
Fill our hearts with divine virtues.

Let us behold Thee in all these names and forms.
Let us serve Thee in all these names and forms.
Let us ever remember Thee.
Let us ever sing Thy glories.
Let Thy Name be ever on our lips.
Let us abide in Thee for ever and ever.

Blessed Teachers ! My due respects, regards and love to all of you.

In this blessed gathering, I will share with you all some of my thoughts on the topic: "Teaching Profession — Its True Dimensions".

Teaching profession, like any other profession, has its own duties, roles and responsibilities. First, we will discuss regarding duties of the teachers.

DUTIES

Teaching profession has three dimensions, those are — *Naitikata* or Ethical Dimension, *Yajna* or Sacrificial or Donation Dimension and Yoga or Spiritual Dimension of performance of the duties of the teachers. We will discuss the ethical dimension of teaching profession first.

(A) Ethical Dimension

On completion of one's education, he takes up some profession, vocation or occupation in order to earn money for ensuring his physical existence upon this earth plane. Some become businessman and some take up agriculture and make their independent living. Some other become professionals like doctor, engineer, lawyer, chartered accountant, management executive, teacher, lecturer, etc. and generally seek employment or service at some institution or organisation. In service career, one needs to perform his duties or *kartabya* as is required of him by his employer.

In all these professions, vocations or occupations, one ought to perform his duties or *kartabya* ethically. However, it is observed that, in these modern times, there has been severe degeneration in ethical values in human life and therefore, there has been severe deterioration in work culture and therefore, in performance of one's duties in almost all fields of activities in the human society. And in some cases, more particularly, in employment or service careers, it is generally observed by many that casual and perfunctory approach is taken or even negligence is displayed by many employees in performance of one's assigned duties, what to speak of performance of duties ethically. This is not at all desirable and not at all beneficial in one's own life. Because, according to the universal and immutable Law of Actions, "as you sow, so shall you reap", if one performs ethical conduct or righteous actions, it will bestow good results upon him. But, if he performs unethical conduct or bad actions, it will yield bad results for him. And display of negligence in duties will result in severe and grave bad consequences in one's life including sorrows, sufferings, failures, poverty, unhappiness, restlessness, etc. For illustrations, if somebody sows a mango seed, there will be a mango tree with sweet mango fruits. But if he sows a neem seed, there will be a neem tree with bitter neem fruits. Nobody can escape this inexorable Law of Nature. Therefore, one ought to perform his assigned duties ethically so that he reaps good results in his life. This is very important in one's life, more importantly, in one's service life.

Accordingly, the teachers ought to perform their prescribed or assigned duties in teaching profession ethically, that is, perfectly and without negligence. Perfection in duties means performance of one's prescribed or assigned duties skillfully, effectively, efficiently, sincerely, regularly, meticulously, diligently, devoutly, honestly (professional honesty, financial

honesty and administrative honesty), faithfully, etc. And one must never display negligence in performance of his duties in any manner whatsoever.

By performance of their duties ethically, the teachers can achieve real success in their professional career and secular life in terms of achievement of true material prosperity and living of life comfortably with legitimate worldly enjoyments. And thus, they can derive happiness in their life.

Our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti* also places great emphasis on performance of *kartabya* or duties ethically.

Such is the necessity, importance and benefits of performance of duties ethically by the teachers. Therefore, it is very wise and also highly advisable that the teachers perform their prescribed or assigned duties always ethically and without negligence, in their own interest and for their highest welfare and supreme good. Consequently, the teachers will derive immense benefits for themselves. Simultaneously, the students, the society and the nation also will derive similar benefits.

This is the *naitikata* aspect or ethical dimension of teaching profession.

Then we will discuss regarding the *Yajna* aspect or Sacrificial or Donation Dimension of teaching profession.

(B) *Yajna* or Sacrificial or Donation Dimension

Before we discuss regarding the *yajna* aspect or sacrificial or donation dimension of teaching profession, let us listen to what the *Brihadaranyaka Upanishad*, the knowledge part of our Holy Scripture, that is, the *Vedas*, says.

In the fifth chapter, second *brahmana* of the *Brihadaranyaka Upanishad*, it is stated that the *devas* (gods or celestial beings), *manushyas* (human beings) and *asuras*

(demons), the three sons of *Prajapati*, after completion of their *brahmavasa* in his place, asked *Prajapati* to give them some advices. *Prajapati* exhorted them all the letter *"da"* and asked if they could understand it. All of them replied that they could understand the meaning of the letter *"da"*. The meaning of the letter *"da"* for the *devas* is that they remain ever engrossed in enjoying sense pleasures and therefore, they should practise *"damana"* or self-restraint, that is, they should control their sense organs and restrain themselves from enjoying sense pleasures. The meaning of the letter *"da"* for the *manusyas* (human beings) is that they are greedy and therefore, they should give *"dana"* (charity or donation or gift) in their life. The meaning of the letter *"da"* for the *asuras* (demons) is that they are cruel, angry and violent and therefore, they should exhibit/ show *"daya"* (kindness or compassion) in their daily conduct.

From the above it is very clear that human beings ought to give charity or donation or gift or in other words, they should perform *Yajna* or sacrifice. Human beings also ought to give charity or donation for their own personal benefits, because, charity or donation made by them will bestow upon them good results according to the universal and immutable Law of Actions, that is, "as you sow, so shall you reap" or in other words, if someone performs ethical conduct or righteous actions, it will bestow good results upon him.

Charity or donation or gift or *Yajna* or sacrifice is of several kinds, such as the material *Yajna* or sacrifice which is performed with materials like money, food, water, cloth, medicine and other valuable articles, and the non-material *Yajna* or sacrifice, that is, the *Yajna* or sacrifice of knowledge or wisdom. Further, in worship or *puja-yajna* or sacrifice, sacred wood, ghee and *charu* (one kind of food prepared by mixture of rice, paddy, *rasi* (til seeds), dry fruits, sugar, ghee, herbs, roots, etc.) are

offered or sacrificed in the *yajna*-fire. In *jnana-yajna*, one donates knowledge or wisdom, and sacrifices his time, labour and energy in performing the said *yajna* or sacrifice. In this connection, it is very important to note that our Holy Scriptures speak very high of and describe the glory of various kinds of charity or donation or *Yajna* or sacrifice, more particularly in this *Kali Yuga* or the Iron Age. Those Holy Scriptures also state that amongst all kinds of *Yajna*, the *Jnana Yajna* is the highest *Yajna*. *Manu Smriti* speaks very high of the charity or donation or gift of knowledge *(jnana dana)* or performance of *yajna* or sacrifice of knowledge *(jnana-yajna)*. It says:-

"सर्बेषामेव दानानां ब्रह्मदानं विशिष्यते ।
वार्यन्नगोमहीवासस्तिलकांचनसर्पिषाम् ।।" (मनुस्मृति-IV-233)

"Among all types of charities, the donation of *Veda* (knowledge or teaching) is the best. None of the donations like water, food grain, cow, earth, clothes, gingili, gold or ghee can be equal to donating *Veda*." (IV - 233)", and

"यानशय्याप्रदो भार्यामैश्वर्यमभयप्रदः ।
धान्यदः शाश्वतं सौख्यं ब्रह्मदोब्रह्मसार्ष्टिताम् ।।" (मनुस्मृति-IV-232)

"…..the donor of *Veda* gets equal to *Brahma*." (IV - 232)".

Bhagavad Gita also speaks of the superiority of sacrifice of knowledge (*jnana-yajn*a). It says:-

"श्रोयान्द्रव्यमयाद्यज्ञाज्यनयज्ञः परन्तप ।
सर्वं कर्माखिलं पार्थ ज्ञाने परिसमाप्यते ।।"
(श्रीमद् भगवद् गीता, अध्याय - ४, श्लोक - ३३)

"The sacrifice of wisdom is superior to the sacrifices with material objects." (IV-33).

Our Saints and Sages also speak of the greatness and glory of charity or donation or gift or sacrifice of knowledge or *Jnana*

Yajna. In the context of gift of spiritual knowledge or the knowledge of the Self, Swami Sivananda Saraswati says as under:-

Quote: Distribute Knowledge : The Highest Service

"The greatest help or service you can do to the world is the imparting of knowledge of the Self. Spiritual help is the highest help you can render to mankind. The root cause of human sufferings is ignorance. If you can remove this ignorance in man, then only can he be eternally happy. That sage who tries to remove the ignorance is the highest benefactor in the world.

If you remove the hunger of man by giving food, it is only temporary physical help. It is removal of physical want for three hours. Then the hunger again manifests. The man remains in the same miserable state. Building of hospitals, dharamsalas and kitchens for distribution of free food, clothes, etc. are not the highest kind of help. Miseries are not eradicated. The world will continue to remain in a miserable state, even if you build millions of hospitals and feeding places.

Get knowledge of the Self, distribute this knowledge everywhere and remove the ignorance in man. Then only all kinds of miseries, tribulations and evils can be completely eliminated." **Unquote.**

In the same context of gift of spiritual knowledge, Swami Chidananda Saraswati says as under:-

Quote: Glory of Jnana Yajna

"There are different kinds of Yajna, different kinds of charity. We serve people in different ways. We give money to the poor; we feed them; we give them clothes to wear; we give them medicines and nurse them. All these we do for their physical bodies. After a few years, the physical body will turn to ashes. And the persons whom we served will again be born and suffer

the cycle of births and deaths. Our service helps them only for a short while; in a particular birth.

Jnana Yajna stands altogether on a different footing. You impart spiritual knowledge to a man. After acquiring this knowledge, he strives for God and acquires Mukti. When he gets Mukti, he gets everything. He cannot aspire for more. That is why dissemination of spiritual knowledge is rightly considered as the highest Yajna. Spiritual knowledge is food for the Soul which is permanent while the gift of food etc., nourish only the physical body which is perishable. All other gifts reach but the passing and perishable aspects of the human being, while the gift of higher spiritual knowledge reaches the inner man, the essential spiritual being within and makes for an everlasting result. Fruit of Jnana Yajna is imperishable." **Unquote.**

The greatness and glory of charity or donation or gift or sacrifice of secular knowledge, which our teachers impart in schools, colleges and universities, also stand almost in the similar footings.

Accordingly, the teachers also, like other people giving different kinds of charity, ought to give charity or donation or perform *yajna* or sacrifice of knowledge. While material charities or *jnanas* give temporary or perishable benefits, *jnana-yajna* gives permanent and imperishable benefits. Therefore, the charity of knowledge or *jnana-yajna* is stated as the highest *yajna*.

The teachers have the capacity to teach, ready-made opportunity to teach and readily-available students to whom they can teach. Therefore, they can give the highest charity or donation or gift of knowledge or perform the highest *jnana-yajna* or sacrifice through performance of their normal duties of teaching in the schools, colleges and universities where they work. They need not spend any money or material for giving such charity or donation or gift of knowledge to their students. They also need

not put any extra labour or perform any extra work in order to give such charity of knowledge. Rather, this kind of charity is in-built in performance of their normal duty of teaching. They also need not search for deserving persons, the receivers, to whom they can give charity or donation. Because, the students, the receivers, are readily available to them in the schools, colleges and universities where they work. The only thing necessary is that they should consider their normal acts of teaching as their charitable acts or *jnana yajna*. In other words, they should perform their teaching duty with the understanding and inner feeling or *bhava* that it is their charity or donation or gift or sacrifice of knowledge or *jnana yajna*. Thus, giving the highest charity or donation of knowledge or performing the highest *jnana-yajna* or sacrifice of knowledge is very easy for the teachers and in this way, they are very fortunate in this matter.

The teachers should perform such charity or donation or gift or sacrifice or *jnana-yajna* selflessly and without expectation of any reward or return or fruit. They should note that notwithstanding their such selflessness and non-expectation, they will surely be rewarded with their due salary from their employers, i.e. Governments or Private Employers. (In this connection, it is our humble feeling and view that the employers of the teachers, i.e. Governments or Private Employers ought to pay justifiable, handsome and generous salary to the teachers because they are doing their noble man-making work and also great nation-building work).

The teachers should perform such charity or donation or gift or sacrifice of knowledge or *jnana-yajna* for their own personal benefits, because, such charity or donation made by them will bestow upon them good results according to the universal and immutable Law of Actions, that is, "as you sow, so shall you reap" or, in other words, if someone performs righteous

actions, it will bestow good results upon him. The teachers will derive greatest benefits for themselves by performance of such highest charity or donation or sacrifice or *yajna*. Simultaneously, the students, the society and the nation will derive immense benefits.

Our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti* also places great emphasis on charity or donation or *Yajna* or sacrifice.

Such is the necessity, importance and benefits of performance of the highest charity or donation or gift of knowledge (*jnana dana*) or the highest *yajna* or sacrifice of knowledge (*jnana yajna*) by the teachers.

This is the charity or donation or gift or *yajna* aspect or sacrificial dimension of teaching profession.

Then we will discuss regarding the Yoga aspect or Spiritual Dimension of teaching profession.

(C) Yoga or Spiritual Dimension

In this universe, everything is changing and going through the process of evolution in accordance with the Law of Nature. The lowest of the creation i.e. the inanimate stones and mountains evolve into living plants and trees. Plants and trees evolve into insects and animals. Insects and animals evolve into human beings, the crown of creation. Then the turn comes for human beings to evolve and transform themselves into divinity, the state of their Creator Himself; and get united or merged with the Creator. This is known as *Moksha* or Liberation of the Soul from the cycle of births and deaths or Merger/ Union of the individual Soul with the Supreme Soul. This is also called Self-realisation or God-realisation. On attainment of *Moksha*, the process of evolution gets completed. Consequently, the individual Soul gets permanently liberated from the wheel of births and

deaths, the greatest bondage, and does not take further rebirth in any species of life. Thus, there is permanent end of rebirth and consequently, there is permanent cessation of worldly sorrows, sufferings and miseries (because, birth of the individual soul in any species of life upon the earth plane is full of worldly sorrows, sufferings and miseries); and the individual Soul of the human beings gets everlasting happiness and eternal peace. Thus, *Moksha*, as our ancient Holy Scriptures and our *Rishis, Munis*, Saints and Sages say, is the higher purpose or the supreme goal of human life for attainment of which only the Creator has gifted this human birth to human beings. This is the "true purpose" of human life. Therefore, attainment of *Moksha* is supremely necessary and indispensable in the life of the human beings.

Our Holy Scriptures and our Saints and Sages say that this supreme goal can be achieved through different paths. Just as one can reach Delhi, the state capital, by different paths such as from Bhubaneswar, Kolkata, Chennai, Mumbai, or by different mode of travel such as by train, car, aeroplane, so also one can reach the supreme goal of life through different paths. Those paths are the paths of Yoga and Vedanta. There are various types of Yoga. But the most important amongst them are *Karma* Yoga (The Yoga of Action), *Bhakti* Yoga (The Yoga of Devotion or Love), *Raja* Yoga (The Yoga of Psychic Control) and *Jnana* Yoga (The Yoga of Knowledge or Wisdom). *Jnana* Yoga (The Yoga of Knowledge or Wisdom) is also known as Vedanta.

Karma Yoga is the Yoga of Action. In the *Bhagavad Gita, Lord Krishna* says to Arjuna:-

"न हि कश्चित्क्षणमपि जातु तिष्ठत्यकर्मकृत् ।
कार्यते ह्यवशः कर्म सर्वः प्रकृतिजैर्गुणैः ।।"

(श्रीमद् भगवद् गीता, अध्याय - ३,श्लोक - ५)

"Verily none can ever remain for even a moment without performing action; for everyone is made to act helplessly indeed by the qualities born of Nature." *(Bhagavad Gita* - III-5).

Thus, in this universe, every body has to perform his actions or *karmas*. Accordingly, the teachers perform their *karmas* or actions of imparting of knowledge or teaching to the students.

Actions or *karmas* performed with selfishness, expectation and attachment results in deriving of worldly happiness or suffering from sorrows keeping in view good action or bad action according to the immutable Law of Action, i.e. "As you sow, so shall you reap". But actions or *karmas* performed without selfishness, expectation and attachment, or in other words, actions or *karmas* when performed as *Karma* Yoga, lead to attainment of the supreme goal of life or *Moksha.* In the *Bhagavad Gita*, *Lord Krishna* says to Arjuna:-

"तस्मादसत्क: सततं कार्यं कर्म समाचार ।
असक्तो ह्याचरन्कर्म परमाप्नोति पूरुष: ।। "
(श्रीमद् भगवद् गीता, अध्याय - ३,श्लोक - १९)

"Therefore without attachment, do thou always perform action which should be done; for by performing action without attachment man reaches the Supreme." (*Bhagavad Gita* - III-19).

Therefore, our Holy Scriptures and our Saints and Sages say that actions or *karmas* or duties ought to be performed as *Karma* Yoga or Yoga of Action in one's own interest, and for one's highest welfare and supreme good. Accordingly, the teachers ought to perform their *karma* or action or duty of teaching as their *Karma* Yoga or Yoga of Action. How the teachers can perform their *Karma* Yoga or Yoga of Action?

A teacher can perform his *Karma* Yoga or Yoga of Action by, inter alia,:

(i) performing his *karmas* or actions or duties as worship of God, that is, with the understanding, attitude and inner feeling that the same is the worship of God,

(ii) performing his *Karmas* or actions or duties without any self interest or performing the same selflessly or performing selfless actions,

(iii) performing his *karmas* or actions or duties without attachment or *aashakti*,

(iv) performing his *karmas* or actions or duties without expectation of reward or fruits or *phala*,

(v) performing his *karmas* or actions or duties with the feeling as an instrument in the hands of God or with *nimitta bhava*, without the sense of doership or *kartutwa bhava*,

(vi) performing his *karmas* or actions or duties without ego or *ahankar*,

(vii) performing his *karmas* or actions or duties without the sense of enjoyment of the fruits of actions or *karmaphala bhoga*,

(viii) Surrendering or offering of his *karmas* or actions or duties and the fruits of actions or *karmaphala* at the altar of God with the feeling of dedication or *Ishwararpana bhava*.

When the teachers thus perform their teaching duties as *Karma* Yoga or Yoga of Action, it leads to attainment of the supreme goal of human life, that is, *Moksha* or Liberation of the Soul from the cycle of births and deaths or Merger/ Union of the individual Soul with the Supreme Soul or Self-realisation or God-realisation, for attainment of which only the Creator has gifted this human birth to human beings. This is in their greatest personal interest, highest welfare and supreme good.

Our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti* also places great emphasis on practice of *Karma* Yoga or Yoga of Action.

Such is the necessity, importance and benefits of performance of the teaching duties as *Karma* Yoga or Yoga of Action by the teachers.

This is the Yoga aspect or spiritual dimension of teaching profession.

These three dimensions, that is, the *naitika* or ethical dimension, the *yajna* or sacrificial dimension and the yoga or spiritual dimension of teaching profession are its true dimensions.

"Right knowledge" of these three dimensions will result in creation of "right awareness", "right understanding" and "right attitude" in the mind of the teachers. "Right attitude" will impel the teachers to perform their teaching duty rightly, i. e. ethically, perfectly, devoutly, honestly, faithfully, efficiently and effectively. Consequently, it will bestow upon them "right result", that is, the teachers will get immense good results for themselves in their personal life, both secular as well as spiritual. Also, the students will derive immense benefits in their life. In addition, the society, the nation and the world at large will also derive immense benefits.

ROLE

Then, we will discuss regarding roles of the teachers as Father and Mother; Friend, Philosopher, Guide; Maker of the Students; and Maker of the Nation.

(A) Father and Mother

Father and mother give birth to one's physical body. The father disciplines and administers his children. The mother gives love and affection to her children. They bring up their children well. They give material things, the perishable things, to their children. The teacher stands in the same footing. He gives second

birth, rather, the true birth, by imparting knowledge to his students and removing their ignorance. Thereby, he makes "knowledgeable true man" out of the "ignorant physical man", otherwise the ignorant physical man will remain as such as he was at the time of his birth. The teacher performs the job of both the father and the mother, that is, he disciplines and administers as well as he gives love and affection to his students. The teacher brings up his students by imparting them right kind of education; and also by taking their proper care, nurturing and developing them as true "men". He gives knowledge and wisdom, the imperishable thing, to his students.

Thus, the teachers play the role of both fathers and mothers of their students. Rather, the teachers are the Real or True Fathers and True Mothers of their students, because, they give true birth and imperishable real knowledge to them, without which the students will remain as ignorant physical men, waste their most precious, rare human life as animal life and thus, they will live in vain.

(B) Friend, Philosopher, Guide

A friend helps his friends in times of need. Similarly, the teacher is a friend of his students, because he extends help to the students like a friend at the time when the latter need his help. The teacher acts like a philosopher by giving advices to his students both in their personal, educational and secular matters as well as in moral, ethical, religious and spiritual matters. The teacher also acts like a guide by giving guidance to his students both in their personal, educational and other secular matters as well as in moral, ethical, religious and spiritual matters. Thus, the teacher plays the roles of a friend, philosopher and guide of his students.

(C) Maker of the Students

The teacher imparts teachings to his students on secular subjects such as languages, science, arithmetic, history,

geography, social science, political science, medicine, engineering, law, economics, commerce, management, agriculture, veterinary, etc. He also imparts to them moral, ethical, cultural, religious and spiritual teachings. He enlightens them. He gives them knowledge regarding building of their life (a) with a proper and strong foundation by building good physical health, developing powerful mind, cultivating noble character, performing ethical conduct, observing strict celibacy, and (b) with a complete, proper, strong and nice superstructure of their life with achievement of all the four grand goals of ideal human life, that is, achievement of economic prosperity or *artha* , fulfillment of vital worldly desires or *kama*, adherence to righteousness or *dharma* and pursuance of spirituality or *moksha*. He helps them develop an excellent and magnetic personality. He helps in development of their head, heart and soul. He discovers the inner qualities and hidden talents and potentials in his students; and guides, inspires and encourages them in their development and unfoldment. He also guides them how to stand on their own legs and how to face the difficulties and challenges of life. Thus, he "makes" his students in that manner and plays the role as "The Maker of the Students". This is of paramount importance.

(D) Maker of the Nation

The students are the most precious wealth and future citizens of the nation. The whole nation looks upon them as their future hope. In future, they will lead the nation. They will be in charge of the important affairs of the nation like education, health, economy, agriculture, trade, commerce, industry, defence, etc. They will be responsible for the peace and prosperity, welfare and safety of the people as well as of the nation. They will shape the future destiny of the people and the nation. Thus, the students are the future "Makers of the Nation".

And as the teachers are the "The Makers of the Students", they are also the "Makers of the Makers of the Nation" or the "Makers of the Nation". In this connection, one oft-quoted saying comes to my memory, that is, a nation is built within the four walls of the class room. That means, the teachers build the nation by building the students inside the class rooms. Thus, the teachers play the major role as the "Makers of the Nation". This is also of paramount importance.

RESPONSIBILITY

Now, we will discuss regarding the responsibilities of the teachers.

(A) Man-making responsibility

The responsibility of the teachers is not confined to diligent performance of their assigned or prescribed duties only. It also includes the responsibility of "making" the students as "Men" in the manner as has been described/stated above. In fact, this is the greatest responsibility of the teachers. This is also a very sensitive responsibility as the teachers deal with the students, the living beings, but not the inanimate things, as in other professions.

In this connection, it is most worthwhile to note what my Holy Spiritual Master Swami Sivananda Saraswati says:-

Quote: "24. TO PRINCIPALS AND HEADMASTERS"

"Owing to the influence of dark, antagonistic materialistic forces, most of the students of the present day have become irreligious. There is no moral culture in them. They have no proper understanding of the principle of Brahmacharya and right living. Hence they suffer much when they come out to face the battles of life.

A great onerous duty rests with the teachers and professors in training the students in the path of Sadachara

(right conduct) and moulding their character properly. They themselves should be endowed with ethical perfection. Otherwise it will be like the blind leading the blind.

Before taking to the profession of a teacher, you should feel the high responsibility of your position on the educational life. Mere intellectual achievement in the art of delivering dry lectures alone will not suffice. This alone will not adorn a professor or a teacher.

The students are the future hope and glory of the world. They are bulwark of the state. If they are moulded properly, you will be doing the greatest good. This itself is a great Yoga for you.

You will be doing immense good to them if you introduce some of the religious books for their compulsory study. It will bring moral and spiritual regeneration amongst the youth.

It is your duty to explain to the boys the importance of Brahmacharya and the evil effects of an immoral life and to instruct them in the various methods by which they can preserve the vital Veerya, the soul-force that is hidden in them.

The future destiny of the world rests with you and your students. If you train them in the right direction, in the right path of righteousness, the world will be filled with ideal citizens, Yogins and Jivanmuktas, who will radiate light, peace, bliss and joy everywhere.

O Teachers and Professors! Wake up now. Train the students in the path of Brahmacharya, righteousness and morality. Do not neglect this divine work. You are morally responsible for this onerous work. Let them study some religious books on Yoga, Bhakti, Philosophy

and Vedanta. Teach them Gita, Ramayan, Bhagavata and other Scriptures. Let them know the sublime truths of the ancient Rishis and seers. You can have Self realisation if you take up this work in right earnest. Be true and sincere. Open your eyes now.

Blessed is he who truly endeavours in making his students true Brahmacharins. Twice blessed is he who tries to become a real Brahmachari. May the blessings of the Lord be upon them! Glory to such ideal teachers, professors and students!" **Unquote.**

(B) Responsibility of imparting moral, ethical, religious and spiritual education

In this universe, every thing is changing and going through a process of evolution. The lowest of the creation i.e. the inanimate stones and mountains evolve into fertile soil. Fertile soils sustain and evolve into living plants and trees. Plants and trees evolve into insects and animals. Insects and animals evolve into human beings, the crown of creation. Then the turn comes for human beings to evolve and transform themselves into Divinity, which is the state of their Creator Himself, and thereby, to merge themselves with the Creator or God. With this, the process of evolution gets completed. Attainment of the state of Divinity, which is also known as Union of the individual Soul with the Supreme Soul or Liberation of Soul from the cycle of births and deaths or Self-realisation or God-realisation or *Moksha*, is the Supreme Grand Goal of Aspiration of Ideal Human Life according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti*. And attainment of such state is possible only in human birth amongst all kinds of living beings upon this earth plane but in no other species of life. Therefore, our ancient Holy Scriptures and our *Rishis, Munis*, Saints, Sages and the Great Ones say that human life is a

precious gift of God, created with the higher purpose of enabling the human beings to attain the state of Divinity, which only bestows permanent happiness, eternal peace and spiritual bliss and which alone results in permanent cessation of worldly sorrows and miseries in human life; and therefore, it ought to be utilised most gainfully. When the state of Divinity is attained, and permanent happiness and eternal peace are derived; life is said to be successfully lived, completely lived, purposefully lived, truly lived, worthily lived, happily lived, peacefully lived. Then only human life is said to be ideally lived. Thus only, this rare and precious gift of human birth given to us by God is wisely and gainfully utilised.

The human beings have a mixture of animal instincts, human qualities and divine faculties. In the process of their evolution, they are supposed to transform themselves into divinity, into perfection, by shedding their animal instincts like lust, anger, greed, fear, hatred, pride, jealousy, selfishness; developing moral and ethical values and human qualities like non-violence, selflessness, tolerance, courage, goodwill, fellowship, brotherhood, doing good to others or *paropakara*, etc.; and unfolding their latent divine faculties like truthfulness, love, purity, compassion, forgiveness etc,. Thereby, they can make endeavours to attain Self-realisation or God-realisation, the state of Divinity, the state of Perfection.

The process of transformation of the human beings into the state of Divinity as stated above requires knowledge to be derived through education.

Further, God has endowed the human beings, the crown of His creation, with a special faculty i.e. the power of intellect. This power of intellect enables the human beings to think and discriminate between right and wrong. God has also granted complete independence to human beings in the spheres of their

thinking and actions. With such independence, the human beings can choose between right and wrong and then think, decide and act accordingly. Right action yields good results leading to happiness and peace in their life and wrong action brings about bad consequences resulting in miseries, sorrows and unrest in their life according to the inexorable Law of Action or *Karma* i.e. "As you sow, so shall you reap". Therefore, it is necessary for the human beings to use the power of intellect, the power of discrimination and to know what is right and what is wrong.

The learning of the knowledge about the science of actions and the knowledge about discriminating between what is right and what is wrong and then to choose to take right action as stated above also requires education for the human beings.

Acquiring knowledge for the above two purposes constitutes the primary need for education of human beings. Education for these two purposes is the real education or true education; and such education can be derived in the form of moral, ethical, religious and spiritual education. Moral, ethical, religious and spiritual education is called Value Education. This is character-building, life-building and man-making education. Such education is not imparted in the modern schools, colleges, universities and other educational institutions of our country, unlike in the ancient time.

Simultaneous with the process of their transformation, the human beings have to live in this earth plane for some period. During their life span in this earth plane, they need to survive by maintaining their physical body. For survival of their physical body as well as to meet their individual, family and social needs of secular nature, they need to earn money by taking to some income-generating activities. The learning of earning money through such activities also requires knowledge. For acquiring such knowledge also, the human beings need education. Acquiring

knowledge for this purpose constitutes the secondary need for education of human beings. Education for this purpose is called the secular education. Such education only is being imparted in the modern schools, colleges, universities and other educational institutions of our country.

This, in short, is the need for education for human beings. This is the real or true education. This is the complete education.

Without education, the human beings, as stated in our Holy Scriptures and by our *Rishis, Munis,* Saints and Sages, live a life similar to that of the animal i.e. taking birth, searching for food, eating, sleeping, procreating, enjoying, fearing, suffering and one day, meeting with death. By living such an animal life, human birth, the precious gift of God, is wasted and the higher purpose of human life is not achieved. Therefore, education, the real or true education, the complete education, is a basic necessity of human beings like food, clothing, house, medicine, etc. and is most vital in human life.

Therefore, the teachers need to impart to their students spiritual education, i.e. moral, ethical, religious (non-sectarian and non-dogmatic) and spiritual education also and education on celibacy informally, as extra-curriculum study, till such education is restored in the schools, colleges and universities by the Governments and the Private Owners of educational institutions. This is in the larger interest of our students and also in the larger interest our culture, our society and our nation. This is extremely important. Therefore, in the present scenario, this is also their great responsibility.

(C) Nation-making responsibility

A nation is made more of its people, the human resources, than its vast geographical land, huge economic riches, great military power, numerous technological developments, several scientific advances and such other resources. Therefore, as

discussed earlier, students of nations need to be built as good people. Further, ours is a democratic country. The country is made by the people, it is of the people and it is for the people. As such, it is the responsibility of each person to make his individual contribution in building of the nation. Therefore, it is also the responsibility, rather the great responsibility, of the teachers to "Make the Nation" in the manner as has been described above, i.e. by “Making their Students”. This is a Great "Nation-Rebuilding Measure".

A FEW MORE IMPORTANT POINTS

Incidentally, I would like to touch a few more important points regarding teaching profession.

The role and responsibility of other professionals is almost singular, but that of the teachers are multifarious, as discussed earlier. The teachers are not only the Teachers, but they are also the Fathers, Mothers, Friends, Philosophers and Guides, the All-in-one, of the students. They are also the Makers of the Students and also the Makers of the Nations. Their duty is teaching and their responsibility is man-making and nation-making. And in order that they perform their duties perfectly, play their roles efficiently and discharge their responsibilities effectively, they should keep the following important points always in their mind, which are of vital importance for them:-

(1) Teaching profession is not a commercial profession when compared with other professions. Rather, it is a "noble" profession. It is considered so because of two most important reasons. The first reason is that while in other professions, the employees keep commercial attitude and render their personal services with a view to earning money, but in teaching profession, the teachers keep the attitude of charity or donation or sacrifice and perform their personal services as charity of knowledge or *jnana-yajna* or sacrifice of knowledge, notwithstanding the fact

that they also, like other professionals, earn money by way of periodical salary. Also, charity of knowledge is regarded in our Holy Scriptures as the highest amongst various kinds of charity. Therefore, teaching is a sacred work. The second reason is that while in other professions, one prepares or produces or manufactures "inanimate things" or "inanimate goods", in teaching profession, the teachers make the life of the "living beings" or the "students", the precious living gifts of the Almighty Supreme Lord, by building them as "good human beings" with noble character. Making the life of the students thus is indeed a "noble" work.

(2) Teachers can "make" the life of the students not only by imparting teachings to them on moral, ethical, religious and spiritual lessons but also by living themselves an ideal life with noble character, ethical conduct, righteousness and spirituality. Students listen to the teachings and the good advices of their teachers. But more than that, they observe the very conduct and the very way of living of their teachers, get inspired and encouraged by the same and then they emulate all their good qualities. In this connection, it is most worthwhile to note what my Holy Spiritual Master Swami Sivananda Saraswati says:-

Quote: "Exemplary Teachers Wanted"

"It is important that the professors, teachers and staff of such educational institutions also need to acquire a personal knowledge of and absorb the true spirit of the ethical and spiritual ideals of our great culture. These teachers and professors have constant and continuous contact with their students. It is imperative, therefore, that they personally constitute ideal exemplars of the way of life which they wish the students to follow. They must, to some extent, personify in their own lives the virtues and ideals which they wish their students to acquire and to grow into. If this is lacking, the students have poor examples to follow and it is natural that they should fail to imbibe anything noble and

sublime in their college career.

Just as in the home the example of the parents exerts a decisive influence upon the moulding of a child's personality, so also the example of the teacher exerts an unmistakable influence upon the personality of the student. If the book imparts information to the students, the personal example of the teacher imparts life to the teachings contained therein. It is most essential that the educational world recognizes the deep and far-reaching significance of what has just been stated. It holds the seeds of the ultimate welfare of the whole student-world." **Unquote**

Thus, the ideal personal life of the teachers exerts great influence on the students. As such, teaching by living is the right, best and effective method of teaching and then only the students will accept and follow the same. This point is of tremendous importance for the teachers. In this connection, the case of a mother seeking advices from Paramahansa Ramakrishna for her son comes to my mind. A mother with her son who was eating *gud* too much, met Paramahansa Ramakrishna, stated the matter and requested him to give advices to her son so that he will not eat too much *gud*. Paramahansa Ramakrishna told them to come after 15 days. After 15 days when they met Paramahansa Ramakrishna, he again told them to come after 15 days. This was repeated another time. And when they came next time, Paramahansa Ramakrishna told the boy not to take too much *gud* and the boy obeyed it. The mother asked Paramahansa Ramakrishna as to why he did not give the said advice to her son in the first time itself. Paramahansa Ramakrishna replied that he himself was taking *gud* and unless he stopped taking *gud*, neither he can advise the boy to stop taking *gud* nor his advice would have any effect on the boy. Therefore, he first practised to stop taking *gud* for 15 days but failed. He repeated his practice, but this time also he failed. Then, during the next 15 days, he did not

take any *gud* and then only he advised the boy not to take too much *gud*. And then only his advice became effective on the boy. Thus, advice or teaching becomes effective upon others only when it is practised by oneself in his own life. Therefore, the teachers themselves need to live an ideal life with noble character, ethical conduct, righteousness and spirituality and thus, set the good example and become a role model before their students; and then the students will accept and follow their advices. In this manner, the teachers can "make" the life of their students.

Thus, "first live by oneself and then teach the students" or in other words, "first practise in own life and then preach to the students" ought to be the motto of the teachers.

(3) Ethical performance of duties by the teachers has its great consequences upon the life of the students in comparison to that in other services or other jobs. In administrative services or commercial services or industrial services, the employees and officials deal with inanimate things like preparing letters, notes, memorandum; producing or manufacturing goods, etc. Imperfect performance of duties by them may result in monetary loss of or financial damage to the inanimate things. Such losses or damages can be repaired and the letters, notes, memorandum or the goods can be made afresh. But in teaching profession, the teachers deal with animate human beings. Imperfection or negligence displayed in performance of duties by the teachers will not result in removal of "ignorance" in the students and the students will remain ignorant as they were at the time of their birth. The students can not be made "man" by the teachers due to imperfection or negligence displayed in imparting of right kind of education and consequently, the students, the living beings, will suffer permanent damages and irreparable losses in their life. Such damages or losses can not be repaired or made good. Further, as a sequel to the damages or losses in the life of the students, the entire society and the

whole nation will also suffer permanently because the students are the future members of the society and the future citizens of the nation. Such is the grave consequences of imperfection or negligence displayed in performance of duties by the teachers on the life of the students and on the society and on the nation. Hence, ethical performance of duties by the teachers is of utmost importance.

(4) Another important point, rather most important point, in teaching profession is one's "aptitude" towards imparting of teachings. Some teachers take to the teaching profession by "choice", that is, they have inborn aptitude (*prabrutti*) for teaching and it is their inborn nature (*svabhava*) to impart teachings. They have passion for teaching. They like and love teaching work very much. Therefore, they prefer teaching profession and they get employment as teachers. Such teachers take great interest in imparting of teaching to the students. They love their profession, love their subjects and love their students. They love to teach. Hence, they dedicate their time, energy, mind and everything to teaching work, teach the students with missionary zeal and give their head, heart and soul to teaching work and make their greatest endeavours to teach their best and give their best to the students. Their teachings become enlightening and lively. Such teachers get job satisfaction, enjoy their job and derive immense pleasure from their teaching work. The students, in their turn, derive immense benefits from the teachings of such teachers. Other teachers come to the teaching profession per force or under compulsion, that is, they could not get employment in other professions but got employment as teachers in their efforts to secure some employment. Thus, they come to teaching profession as a matter of employment (*brutti*). Such teachers

teach their students generally in a mechanical or routine or perfunctory manner. Their teachings generally become dry. They generally do not get job satisfaction, can not enjoy their teaching work and do not derive pleasure from the teaching profession. And the students do not get quality teachings from such teachers and their teachings are found to be not enjoyable, pleasant and lively. Such teachers ought to cultivate and develop "aptitude" for imparting of teachings to the students so that they themselves will derive happiness and pleasure from their teaching profession and also, their students will derive great benefits from their teachings.

(5) The teachers ought to remember to remain as a student for ever. They ought to keep up the learning spirit of a student throughout their teaching profession and they ought to always keep on acquiring more and more knowledge on their own subjects and also other subjects from different sources. Thereby, they can keep on enriching themselves and enhancing their job knowledge continuously and also they will be in a position to give the best to their students. "Learn more and Share more" ought to be their motto.

(6) The teachers ought to keep on developing their teaching competence i.e., subject knowledge, teaching skill, teaching method, teaching style, etc. by, inter alia, continuously acquiring more and more knowledge, improvements and developments on their subject of teaching; undergoing periodical training programmes, refresher courses and reorientation sessions; by observing the methods of teaching of other successful teachers; by studying books on the subject of good teaching, etc. As a result, the teachers themselves will derive job satisfaction and the resultant happiness. And the students will get enlightened teachings and superior quality of subject-contents. Also listening to the

teachings of such teachers will be very much enjoyable, pleasant, effective and acceptable for the students.

CONCLUSION

Lastly, the teachers may kindly consider to perform their teaching duties; and discharge their roles and responsibilities in the aforesaid manner. This may appear to them to be impossible in the first instance and in the present conditions. But it is never impossible although it may be found a little bit difficult in the beginning. But, after right understanding of the nature, duties, roles and responsibilities in teaching profession and by having firm conviction, strong desire, great willingness and deep interest and by worthily devoting a little more time, it will be possible for them to do so. If they keep on trying their level best sincerely, determinedly, committedly, devoutly, positively and perseveringly, they are bound to be successful in their endeavou88rs. This is for their greatest good; and also the greatest good of the students, the society, the nation and the world.

And in conclusion, I offer my humble, earnest and fervent prayer to the Almighty Supreme Lord to bestow upon you all His choicest blessings for achieving all-round success in your noble teaching profession.

God bless you all.

An Appeal to Modern Teachers

(Shri Swami Sivachidananda Saraswati)

Universal Prayer

O Adorable Lord of Mercy and Love!
Salutations and prostrations unto Thee.
Thou art Omnipresent, Omnipotent and Omniscient.
Thou art Existence-Consciousness-Bliss Absolute.
Thou art the Indweller of all beings.

Grant us an understanding heart,
Equal vision, balanced mind,
Faith, devotion and wisdom.
Grant us inner spiritual strength
To resist temptations and to control the mind.
Free us form egoism, lust, greed, hatred,
anger and jealousy,
Fill our hearts with divine virtues.

Let us behold Thee in all these names and forms.
Let us serve Thee in all these names and forms.
Let us ever remember Thee.
Let us ever sing Thy glories.
Let Thy Name be ever on our lips.
Let us abide in Thee for ever and ever.

Blessed Teachers ! My due respects, regards and love to all of you.

I congratulate you all for having embraced Teaching Profession, the Noble Profession.

Revered Teachers ! You must be aware, education in ancient India was life-building, character-building and man-making. As a result, the ancient students could know the right goals and the right path of their life. They were proceeding in that path and building their life rightly by laying a proper

and strong foundation and by constructing a complete, proper, strong and nice superstructure of their life. They were laying the foundation of their life properly and strongly with good physical health, powerful mind, noble character and ethical conduct, with strict observance of complete celibacy. They were achieving all-round developments of their physical body, mind, intellect, heart and soul. They were living an ideal student life.

Further, they were imparted teachings on our great ancient Indian Culture or *Bharatiya Sanskruti*; and about the *parama lakshya* or supreme goal of human life, *dharma* or religion and *adhyatma* or spirituality. Thereby, they were living their future household life ethically, righteously and spiritually. They were making their best endeavours to achieve *Moksha* or Liberation of the Soul from the cycle of births and deaths, called Self-Realisation or God-Realisation, the higher purpose of ideal human life, apart from achieving the ordinary purpose. Thus, the ancient students were able to construct the superstructure of their life completely, properly, strongly and nicely.

Thus, the ancient students were able to build their precious human life rightly and live the same ideally, successfully, completely, purposefully, prosperously, happily and peacefully.

But in the modern time, our schools, colleges and universities teach our students only secular education as per the prescribed study curriculum. There is no provision for imparting of life-building, character-building and man-making education, which is the "Real Education". Consequently, our students are deprived of the same. They are not imparted teachings on the right goals and the right path of human life. They are not taught about the right manner of building their life and the right manner of living the same.

They have become victims of such situation and many of them proceed in the wrong path of life. Consequently, with poor physical health, weak mind, not-so-noble character and not-so-ethical conduct, non-observance of strict celibacy, they are not able to lay a proper and strong foundation of their life. They are unable to achieve all-round development of their physical body, mind, intellect, heart and soul. They are unable to bring out the best in them. They are unable to stand on their own legs and earn their livelihood independently. They are also unable to face the difficulties and challenges of life. Overall, they are not able to live an ideal student life.

Further, they are devoid of knowledge about our great ancient Indian Culture or *Bharatiya Sanskruti*; and about the *parama lakshya* or supreme goal of human life, *dharma* or religion and *adhyatma* or spirituality. Consequently, they do not adhere to ethical values and righteousness in the day-to-day activities in all spheres of their life. They do not practise spirituality and do not make endeavours to achieve *Moksha* or Liberation of the Soul from the cycle of births and deaths, called Self-Realisation or God-Realisation, which is the supreme purpose of human life, as stated in our ancient Spiritual Scriptures and according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti*. Instead, they live their future household life in a predominantly materialistic pattern, with enormous worldly enjoyments and abundant sensual pleasures. As a result, their future life is spent mostly in sorrows, sufferings, miseries and failures. Thus, our modern students are unable to construct the superstructure of their life completely, properly, strongly and nicely.

Thus, our modern students are unable to build their precious human life rightly and live the same ideally, successfully, completely, purposefully, prosperously, happily

and peacefully. Consequently, they are suffering from irreparable damages and incurring permanent losses in their lives.

The adverse effects of our deficient modern education system have also been befalling on our elderly persons, our families, our culture, our society and our nation, generation after generation.

Revered Teachers ! Students are also the future citizens and hopes of the nation. In future, in addition to shouldering the responsibilities of themselves and their families, they will shoulder the responsibility of the nation and its people also. They will have to work for the development, prosperity, peace, safety, welfare, etc. of the nation and its people. They will be "The Makers of the Nation". They will shape the future destiny of the nation. But when the students themselves have not been able to build their life properly and strongly, how can they be able to build the nation; and work for the development, prosperity, welfare and peace of its people ?

In this grave situation, I wish to make an appeal to you all in the larger interests of our students, our culture, our society and our nation, because you are "The Makers of the Students"; and your role in making the students, making the society and making the nation is indeed "Great". Also, the great and onerous responsibility of "making" the students rests on your shoulders.

Revered Teachers ! Mothers and the fathers are said to be the first teachers of their children at homes. When their children come to schools for their education, you are their teachers. Mothers and the fathers are the teachers for a short period of, say, 05 years. But you are the teachers for a very long period of, say, 17 to 21 years, the entire study period of the students. Further, while mothers and fathers lay the

primary foundation of their children by imparting them informally elementary teachings on limited spheres such as good manners, fine behaviour, cultivation of good qualities, right conduct, religious and spiritual practices, etc. amidst their busy schedule of daily household chores and professional duties, it is "You" all who really "Make" the life of the students by imparting them right education. Because, teaching is your principal and full-time duty and also you have the direct opportunity to impart them teachings. Therefore, your role and responsibility as Teachers and as the "Makers of the Students" are of paramount and supreme importance.

Revered Teachers ! You impart teachings to students on various secular subjects as per the prescribed study curriculum, as part of your professional duty. You must perform that duty and teach those secular subjects sincerely and meticulously.

Simultaneously, keeping in view various factors including lack of provision for imparting of life-building, character-building and man-making education; present sorrowful conditions of our students; the intense and urgent necessity for restoration of life-building, character-building and man-making education in our modern schools, colleges and universities; your moral duty, role and responsibility towards your students as "The Makers of the Students", etc.; it frequently comes to my mind seriously that you need to impart your students teachings on the subject of "Life Building and Successful Living", as part of life-building, character-building and man-making education. Therefore, I take this great opportunity to appeal to you all in the following few lines, in the larger interests of our students, our culture, our society, our nation, our world as well as all of us.

Revered Teachers ! Please give your students lesson

on good physical health. Please teach them on *asanas*, *pranayamas*, physical exercises and their necessity, importance and benefits for keeping good physical health, for their practice in the morning and evening hours every day. Please give them teachings on good, nutritious, balanced and healthy food; and tell them why to eat, what to eat, when to eat, how to eat, etc., because food is the chief contributory factor for keeping of good, robust, strong, disease-free physical health. Please give them teachings on pure water, clean air, sound sleep, rest and relaxation as the same are also contributory factors for keeping of good physical health.

Please give your students lesson on powerful mind. Please teach them on thought culture, will culture, memory culture, concentration and meditation, with their necessity, importance, manner of development and benefits. Our students greatly need to learn about the same and practise in their daily life in order to empower their mind. With the help of their empowered mind, they can study their class lessons well. They can achieve success easily and quickly in their study as well as in various fields of activities in their future day-to-day life.

Please give your students lesson on noble character or *satcharitra*. Please teach them about the necessity, importance and benefits of noble character. Please impart them knowledge on student-like good qualities such as obedience, humility, respectfulness, love (*shraddha*), devotion (*bhakti*), faith (*bishwas*), friendliness, self-control, discipline, faith in oneself, self confidence, courage, patience, fortitude, optimism; and on human-like good qualities such as truth, non-violence, purity, self-control, honesty, selflessness, friendliness, love, compassion, forgiveness, tolerance, doing good to others; and how to cultivate them. Please explain them the necessity, importance and benefits

of developing those good qualities in human life. Please also impart them knowledge on various evil qualities such as anger, lust, greed, selfishness, hatred, jealousy, arrogance, fear, timidity, pessimism; and how to eradicate the same. Please explain them the colossal harms and huge damages caused to them due to those evil qualities; and the necessity, importance and benefits of eradicating those evil qualities in their life. Consequently, they can learn how to develop good qualities, eradicate evil qualities and build noble character. Please tell them that noble character is humanly and without noble character, a man is as good as an animal. Please tell them that noble character is the most valuable wealth they need to acquire and possess for achieving victory and success in all undertakings and in all fields of their life. Therefore, please tell them that noble character is of paramount importance and is indispensable in their life. This is the most important and vital topic on which our modern students need teachings most intensely and urgently.

Please teach your students lesson on righteous conduct or *sadachara*. Please explain them on the necessity, importance and benefits of performance of righteous actions or moral and ethical actions. Please explain them the inexorable "Law of Actions" of "As you sow, so shall you reap"; and accordingly, exhort them to perform always righteous actions or moral and ethical actions, in their own interest and for their highest welfare and supreme good. Please tell them that performance of righteous actions will bestow upon them good results, happiness, victory and success in all undertakings and in all fields of their life and also build their future destiny as a bright one. Please also tell them that performance of unrighteous actions or unethical actions will result in failures, defeats, sorrows, sufferings and miseries in their life; and shape their destiny as a bad

one. This topic, like noble character, is also of paramount importance and is indispensable in their life.

Revered Teachers ! Another most important and vital topic on which our modern students need teachings most intensely and urgently is celibacy or *brahmacharya*. Please teach them lesson on the great necessity, importance and benefits of strict observance of complete celibacy in student life. Please also teach them the various methods by which they can preserve the vital fluid, *veerya* and thereby, they can be able to observe celibacy strictly and completely. Please explain them how celibacy or *brahmacharya* contributes greatly in keeping of good physical health, empowering of mind, building of noble character, performance of ethical conduct and development of magnetic personality. Please also explain them how celibacy or *brahmacharya* contributes greatly in achievement of material prosperity, fulfillment of vital worldly desires, adherence to righteousness and attainment of spiritual illumination for liberation of soul from the cycle of births and deaths, the higher purpose or supreme purpose of precious and ideal human life. Please also explain them the disastrous evil effects of wastage and loss of the vital fluid, *veerya*. The vital necessity of imparting of teachings to our students on celibacy or *brahmacharya* assumes very great importance in the present situation in view of the polluted, undesirable and unconducive atmosphere now prevailing widely almost everywhere in our modern society.

Revered Teachers ! Please impart them teachings on the origin of the name of our country as *Bharat* or India, and the greatness of our country. Please teach them about *Bharatiya Sanskruti* or Indian Culture and its important principles and practices. Please tell them the special features of *Bharatiya Sanskruti* or Indian Culture and its greatness. While imparting such teachings, please quote profusely from

our ancient Spiritual and other Scriptures which are very rich in knowledge about our *Bharatiya Sanskruti* and its greatness and glory. Please tell them the views of our *Rishis, Munis,* Saints and Sages about the greatness and glory of our *Bharatiya Sanskruti*. Please also bring to their knowledge the views of some of the renowned western philosophers, thinkers, educationists, intellectuals, scientists, etc. who have spoken very high on the greatness and glory of our country *Bharat* or India, and on the greatness of our *Bharatiya Sanskruti* or Indian Culture and who have admired the same abundantly. Such teachings will enlighten our students on this prime topic, of which they are now ignorant. Such teachings will enlighten them how *Bharatiya Sanskruti* or Indian Culture, our own culture, is great, glorious, lofty, unique and ideal in the world. Such teachings will help them to get back their lost self-esteem and feel proud to be a *Bharatiya* or an Indian. Such teachings will also inspire them to follow our own culture, the great *Bharatiya Sanskruti* or Indian Culture; and build their life and live the same in the pattern as has been prescribed in our own *Bharatiya Sanskruti* or Indian Culture. Thereby, they can live their precious human life ideally and successfully. This topic is of vital importance.

Revered Teachers ! As you are aware, *Dharma* or Righteousness or Ethical Value, *Artha* or Material Prosperity or Economic Value, *Kama* or Vital Worldly Desires or Vital Value and *Moksha* or Liberation of Soul or Spiritual Value are the four grand goals of ideal human life as stated in our ancient Spiritual Scriptures and according to our great, glorious, lofty, unique and ideal *Bharatiya Sanskruti* or Indian Culture, which human beings need to achieve for living an ideal, successful, complete, purposeful, prosperous, happy and peaceful human life upon this earth plane. Please, therefore, impart them teachings on these four grand goals

of ideal human life covering the meaning, necessity, importance, manner of achievement and benefits of the same. Before that, first please teach the students about the real identity of human beings and the true goal of human life. This will create necessary inquisitiveness and interest in their mind to learn those four grand goals of ideal human life.

Then, please teach your students lesson on *Dharma* or Religion, the first grand goal of ideal human life. Teaching on this topic will comprise the correct meaning of *Dharma* or Religion, its true concept, brief outlines of *Dharma* or Religion, fundamental principles or tenets and principal teachings of various Religions, the essentials and non-essentials of all Religions and also unity of Religions. Please ensure that teachings on *Dharma* or Religion are non-sectarian, non-dogmatic and non-bigotry. Please explain them the basic necessity, great importance and immense benefits of adhering to *Dharma* or Religion in human life. Please exhort them that they must adhere to *Dharma* or Righteousness or Ethical Value in all their day-to-day activities of life, in their own interest and for their greatest good.

Dharma is the first, fundamental, foundational, vital and indispensable grand goal of ideal human life. *Dharma* is the life breath of human life according to our great, glorious, lofty, unique and ideal *Bharatiya Sanskruti* or Indian Culture. Therefore, teaching on this topic is of very great importance in student life.

Please give your students brief knowledge including the meaning, necessity, importance, benefits, etc. on *Artha* or Material Prosperity; and *Kama* or Vital Worldly Desires, two other grand goals of ideal human life. Please tell them that *Dharma* or Ethical Value must govern *Artha* or Eonomic Value and *Kama* or Vital Value. That means, *Artha*, which

means earning of money and acquiring of material wealth, needs to be acquired by them in the ethical ways or righteous ways or in accordance with the ethical code of conduct or according to the rules of *Dharma*, that is, by honest and fair means and without causing harm or loss to other beings, as prescribed in our ancient Spiritual Scriptures. Consequently, *Artha* or earning of money and acquiring of material wealth will not give them sorrows, sufferings and miseries but, instead, bestow true prosperity, real happiness and peace upon them. And *Kama*, which means fulfillment of vital physical, biological, mental, emotional and psychological human desires, must be legitimate and justifiable ones as enjoined in our ancient Spiritual Scriptures so that it does not give them sorrows and sufferings but, instead, bestow true happiness upon them.

Please enlighten the students by imparting them teachings on "Spirituality", the fourth grand goal of ideal human life. Pursuit of "Spirituality" in daily human life leads to attainment of *Moksha* or Liberation of Soul from the cycle of births and deaths, known as Self-realisation or God-realisation. It gives everlasting happiness and eternal peace in human life; and results in permanent cessation of worldly sorrows and sufferings in human life. Please explain them the meaning, basic necessity, great importance and immense benefits of "Spirituality". Please teach them about Spiritual Preceptor or *Aadhyatmik Guru*, Yoga and Vedanta, Spiritual Practices or *Aadhyatmik Sadhana*, Company of Saints or *Satsanga*, Study of Holy Scriptures or *Svadhyaya*, Divine Life or *Divya Jeevana*, etc.

Spirituality is the supreme and indispensable grand goal of ideal human life as stated in our ancient Spiritual Scriptures. Spirituality is the life breath of human life according to our great, glorious, lofty, unique and ideal

Bharatiya Sanskruti or Indian Culture. Therefore, teaching on this topic also is of very great importance in student life.

Revered Teachers ! Please impart to your students teachings on the necessity, importance, benefits and manner of "Living of *Dharmik Jeevana* or Religious and Ethical Life and *Aadhyatmik Jeevana* or Spiritual Life" during student life and youth period itself. Because, this period is the right period as well as the best period to commence living of such life. Please explain them that living of precious human life upon the earth plane will be ideal, successful, meaningful, purposeful, happy and peaceful by living of *Dharmik Jeevana* or Religious and Ethical Life and *Aadhyatmik Jeevana* or Spiritual Life, that too, from the commencement of student life and youth period itself. My Holy Spiritual Master Shri Swami Sivananda Saraswati says that if the seed of ethics and spirituality is sown during the youth period of students, it will grow into a big tree in their future life and will give sweet fruits of true happiness and eternal peace in their life.

Revered Teachers ! Please explain your students about performance of their own duties and the duties of the householders. Students are also the future members of the society and the future citizens of the nation and of the world. Therefore, please enlighten them about their duties towards their society, their nation and the world. Please teach them to be good members of the society and ideal citizens of the nation and of the world. This topic is also of paramount importance in the prevailing scenario in which the vast majority of people are more conscious about claiming of their rights than about performing of their duties.

Further, our society, our nation and our world are facing two contemporary major problems. Those are lack of unity of religions and lack of world peace. Please, therefore, enlighten your students regarding their contribution towards

unity of religions and world peace as the responsible members of the society and as the responsible citizens of the nation and of the world. This will contribute a great deal towards achieving both prosperity and peace in the life of people of the nation and of all nations all over the world.

Revered Teachers ! The present school, college and university study curriculum does not have provision for imparting of life-building, character-building and man-making education, which is the "Real Education". Therefore, you can impart life-building, character-building and man-making education to your students, informally, beyond school hours, by devoting at least one extra hour per week.

Revered Teachers ! Such devoting of your personal time for the students and imparting them the said education is your sacrifice or charity or *Yajna*. This *Yajna* is called *Jnana Yajna*. Our ancient Spiritual Scriptures and our *Rishis, Munis,* Saints and Sages say that performance of charity or *Yajna* by human beings is of great importance and immense benefits in this Iron Age or *Kali Yuga*. They further say that *Jnana Yajna*, i.e. charity or donation of knowledge, is the highest *Yajna* amongst all kinds of *Yajnas*, such as *Artha Yajna, Anna Yajna, Jala Yajna, Vastra Yajna, Aushadha Yajna, Bhumi Yajna,* etc. Because, material charities or *Dravya Yajnas* give temporary or perishable benefits to the beneficiaries, whereas *Jnana Yajna* gives them permanent and imperishable benefits. Therefore, by imparting the said education to your students by devoting one extra hour per week, you will be performing the highest *Yajna*. Further, performance of other kinds of *Yajna* requires expending of money and materials, apart from devoting time for the same. But performance of *Jnana Yajna* does not require money or materials, except a little of your personal time. And if you so will, you can very well find a little time for this noble and great purpose. Then, it will be

very easy and also possible for you to devote one extra hour every week and teach your students the said education informally. Thereby, you can easily perform the highest *Jnana Yajna*. Therefore, please perform this highest *Jnana Yajna*. This is in your own personal interest and for your great personal benefit.

Revered Teachers ! According to the universal and immutable Law of Actions, that is, "as you sow, so shall you reap"; if someone performs righteous actions, it will bestow good results in his life. In view of this, if you will impart life-building, character-building and man-making education to your students, which is a righteous and charitable action, it will bestow good results in your life. Therefore, please impart such education to your students in your own personal interest.

Revered Teachers ! Our ancient Spiritual Scriptures and our *Rishis, Munis,* Saints and Sages further say that when such *Jnana Yajna* is performed selflessly, without expectation of any reward or return or fruit; without the sense of doership; and as the worship of the Almighty Supreme Lord, it becomes *Karma* Yoga. And *Karma* Yoga leads towards attainment of the supreme goal of human life, that is, *Moksha* or Liberation of the Soul from the cycle of births and deaths, called Self-realisation or God-realisation, the attainment of which results in everlasting happiness and eternal peace, with permanent cessation of worldly sorrows and sufferings, in human life. Therefore, keeping this point in view, please perform this *Jnana Yajna* as part of your *Karma* Yoga, in your own personal interest and for your immense personal benefit.

Revered Teachers ! The future destiny of our students and of our nation rests in your noble hands. I, therefore, most earnestly and fervently appeal to you all to please rise to the occasion, realise your great moral duty, role and responsibility

as Teachers, consider my appeal deeply and seriously and make it convenient to devote at least one extra hour per week and teach your students lessons on various topics of life-building, character-building and man-making education willingly and heartily, in the larger interests of our students, our culture, our society and our nation; as well as in your own personal interest. Thereby, you will personally benefit greatly, your students will benefit immensely, our society, our nation and the whole world will benefit immensely. This is the "Most Burning Need of the Hour". This is the "Greatest Need of our Students". This is the "Greatest Need of our Nation". This is also the "Greatest Need of our World".

In this connection, let me quote here what my Holy Spiritual Master Shri Swami Sivananda Saraswati says to Principals and Headmasters:-

Quote: "Owing to the influence of dark, antagonistic materialistic forces, most of the students of the present day have become irreligious. There is no moral culture in them. They have no proper understanding of the principle of Brahmacharya and right living. Hence they suffer much when they come out to face the battles of life.

A great onerous duty rests with the teachers and professors in training the students in the path of Sadachara (right conduct) and moulding their character properly. They themselves should be endowed with ethical perfection. Otherwise it will be like the blind leading the blind.

Before taking to the profession of a teacher, you should feel the high responsibility of your position on the educational life. Mere intellectual achievement in the art of delivering dry lectures alone will not suffice. This alone will not adorn a professor or a teacher.

The students are the future hope and glory of the world. They are bulwark of the state. If they are moulded

properly, you will be doing the greatest good. This itself is a great Yoga for you.

You will be doing immense good to them if you introduce some of the religious books for their compulsory study. It will bring moral and spiritual regeneration amongst the youth.

It is your duty to explain to the boys the importance of Brahmacharya and the evil effects of an immoral life and to instruct them in the various methods by which they can preserve the vital Veerya, the soul-force that is hidden in them.

The future destiny of the world rests with you and your students. If you train them in the right direction, in the right path of righteousness, the world will be filled with ideal citizens, Yogins and Jivanmuktas, who will radiate light, peace, bliss and joy everywhere.

O Teachers and Professors! Wake up now. Train the students in the path of Brahmacharya, righteousness and morality. Do not neglect this divine work. You are morally responsible for this onerous work. Let them study some religious books on Yoga, Bhakti, Philosophy and Vedanta. Teach them Gita, Ramayan, Bhagavata and other Scriptures. Let them know the sublime truths of the ancient Rishis and seers. You can have Self realisation if you take up this work in right earnest. Be true and sincere. Open your eyes now.

Blessed is he who truly endeavours in making his students true Brahmacharins. Twice blessed is he who tries to become a real Brahmachari. May the blessings of the Lord be upon them! Glory to such ideal teachers, professors and students!" **Unquote.**

Revered Teachers ! During the course of their efforts for developing good qualities, eradicating evil qualities, performing moral and ethical actions, observing celibacy,

adhering to righteousness or ethical value, following *dharma* or religion, as well as pursuing *aadhyatmikata* or spirituality in their day-to-day life, students may find unfavourable circumstances; and may face many difficulties, obstacles, failures, criticism, etc. And then, they may get discouraged and disheartened; and give up their efforts for the same. In such situations, please guide them how to get over those unfavourable circumstances and how to overcome those obstacles and difficulties. Please also inspire and encourage them to continue their efforts for the same with firm conviction and strong determination, for their immense good. Please explain them that their continued and persistent efforts will bestow upon them a large number of benefits and will lead to success, victory, prosperity, happiness, peace, etc. in their lives.

Revered Teachers ! In this connection, you may utilise our ancient Spiritual Scriptures and the Books written by spiritually illumined *Rishis, Munis,* Saints and Sages as resource teaching materials and also prescribe those to your students for their study, for acquiring detailed knowledge on various topics of life-building, character-building and man-making education.

Before I close, I offer my humble, earnest and fervent prayer to the Almighty Supreme Lord to bestow upon you all His choicest blessings for achieving grand success in your above noble endeavour.

God bless you all.

Author's Concluding Humble Prayer to our revered Modern Teachers

Revered Teachers ! You have come to know from the write-ups on "Life Building and Successful Living — A Brief Outline", "Value Education (Character-building, life-building and man-making education) — Its burning necessity in the life of modern students" and "Spiritual Literature — Its great benefits for modern students in life building" (i) that students need to build their precious and rare human life rightly by laying its foundation properly and strongly; and by constructing its superstructure upon the same completely, properly, strongly and nicely, during their golden student life and youth period, the right period of their life, so that they can live the remaining long future period of their precious and rare human life successfully and ideally, i.e. economically and materially prosperously as well as spiritually happily and peacefully; (ii) that in the situation of lack of "Life-building, character-building and man-making education", the "the Real education", in our schools, colleges and universities, which was there in the *Gurukulas* and *Rishikulas* in ancient India, our modern students are suffering from irreparable damages and incurring permanent losses in their life and therefore, they need the said education most intensely and urgently, and that the said education is their "Greatest and Most Urgent Need of the hour"; and (iii) that Spiritual Literature can eminently meet the requirements of our modern students on life-building, character-building and man-making education, till such education is restored permanently in our schools, colleges and universities.

You have also come to know from the write-up on "Teaching Profession — Its True Dimensions" of Shri Swami Sivachidananda Saraswati, contained in this book, inter alia, that:-

(i) Teachers ought to perform various kinds of charity or *Yajna* for their own personal benefits, because such charity or *Yajna* will bestow upon them good results according to the universal and immutable Law of Actions or *Karmas*, i.e. "as you sow, so shall you reap",

(ii) Performance of charity or *Yajna* carries great importance in this Iron Age or *Kali Yuga* and bestows immense benefits to the performers, as stated in our ancient Spiritual Scriptures and also as said by our *Rishis, Munis*, Saints and Sages,

(iii) Charity of Knowledge or *Jnana-Yajna* is the greatest charity or *shrestha yajna* amongst all kinds of *yajnas*; and that Teachers can easily perform such charity or *yajna* without expending money or material but only by devoting some extra time for their students, say, one or two hours per week,

(iv) Imparting of teachings to students by Teachers as their *Karma* Yoga or Yoga of Action leads in their life to attainment of the supreme goal of human life, that is, *Moksha* or Liberation of the Soul from the cycle of births and deaths or Merger/ Union of the individual Soul with the Supreme Soul or Self-realisation or God-realisation, for attainment of which only the Creator has gifted this precious and rare human birth to human beings; and that, this is in their greatest personal interest, highest welfare and supreme good.

You have also gone through the write-up "An Appeal to modern Teachers" of Shri Swami Sivachidananda Saraswati, wherein Shri Swamiji has most earnestly and fervently appealed you all to kindly consider his appeal deeply and seriously and consider to make it convenient to devote at least one extra hour per week and teach, informally, your students lessons on various topics of life-building, character-building and man-making education willingly and heartily, in the larger interests of our students, our culture,

our society and our nation; as well as in your own personal interest.

Revered Teachers ! You "make the life" of your students by imparting them education and therefore, you are the "Makers of the Students". You have been blessed by the Almighty Supreme Lord with teaching ability as well as great opportunity to impart teachings to your students. Therefore, you can easily impart, informally, teachings to your students on life-building, character-building and man-making education, the real education and the soul of study curriculum, as a matter of charity, without expending any money or material and without searching for students, the recipients of charity, elsewhere but only by devoting some extra time, say, one or two extra hours per week, for your students. Our students are also in the great and urgent need of life-building, character-building and man-making education in the absence of the same in our modern schools, colleges and universities; and that it is their "Greatest Need of the Hour". Therefore, this will be a "Great Students *Seva*", apart from your Greatest Charity of Knowledge.

Revered Teachers ! As you all are aware, students of today are the future citizens of the nation. In future, they will be in charge of various portfolios of the nation and will be responsible for the growth, development, prosperity and welfare of the nation. As such, they are the "Makers of the Nation". The quality of their lives will determine the quality of the life of the nation. Therefore, after being imparted teachings on life-building, character-building and man-making education, they can build their lives rightly so that they can be able to build the life of the nation rightly. Imparting of such education to students, therefore, will also be a "Great Nation Re-building Measure" and a "Great Nation *Seva*".

In view of the above, till our Governments restore life-

building, character-building and man-making education permanently in our schools, colleges and universities, I, most humbly, earnestly and fervently pray to all our revered Teachers, with folded hands, to most kindly consider to take the following actions:-

(i) To kindly consider to take one or more classes per week beyond office hours and impart teachings to students, informally, as extra curricular study, on the subject of "Life-building, character-building and man-making education" or "Life Building and Successful Living", or, in short, "Life Building Science" i.e. on good physical health, powerful mind, noble character or *satcharitra*, ethical conduct or *sadachara*, celibacy or *brahmacharya*, Indian Culture or *Bharatiya Sanskruti*, righteousness or religion or *dharma*, economic prosperity or *artha*, vital worldly desires or *kama*, spirituality or *aadhyatmikata* or *moksha*, etc., as their greatest charity of knowledge or greatest *Jnana Yajna*, and

(ii) To kindly consider to guide, inspire and encourage students to decide the right goals of their life, proceed in the right path of life, build their life rightly by laying a proper and strong foundation of life with good physical health, powerful mind, noble character or *satcharitra* and ethical conduct or *sadachara*, with strict observance of complete celibacy or *brahmacharya;* and by building the superstructure of their life completely, properly, strongly and nicely with achievement of righteousness or *dharma*, earning of money or *artha*, fulfillment of vital worldly desires or *kama* and attainment of spiritual illumination for liberation of the soul from the cycle of births and deaths or *Moksha*, which are the four grand goals of ideal human life, as stated in our ancient Spiritual Scriptures, and as said by our *Rishis*, *Munis*, Saints and Sages, and according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti;* and thereby, to live an ideal

and successful life, i.e. economically and materially prosperous as well as spiritually happy and peaceful life; and also to become real assets of their families, good members of our society and ideal citizens of our nation.

Revered Teachers ! Your small charity/sacrifice in imparting the aforesaid education to your students will definitely go a long way to dispel darkness and bring light in the personal lives of thousands and crores of students of our nation and also contribute greatly in re-building of our nation.

Revered Teachers ! After your retirement from the active service of teaching profession, you will be entering into the third stage of human life and living a life which is known as *"Vanaprastha Ashram"* life or retired life. During such life, we, with enough leisure time and vast professional experience and expertise, ought to render some selfless service or *paropakara* to the people of our society, as a part of performance of selfless charity or *yajna*, in our own personal interest. We also ought to render selfless service as a part of repayment of our debt to our society and our nation, because our society and our nation have contributed a lot in the growth, development, prosperity and welfare in our life in many ways and, therefore, we are indebted to our society and our nation.

I, therefore, most humbly, earnestly and fervently pray to all our revered Teachers, with folded hands, to kindly consider to continue, after retirement, as part of charity or *yajna* or selfless service or *paropakara* to the people of our society and our nation, imparting of life-building, character-building and man-making education, informally, to our students; and continue guiding, inspiring and encouraging them in the manner as stated above.

APPENDICES

Appendix - 1

A Humble Prayer to our revered Heads of Schools, Colleges and Universities for organising 01 Day Teachers' Orientation Programme for benefits of their Teachers

Life-building, character-building and man-making education, known as value education in the modern time, as stated in our ancient Spiritual Scriptures, and as said by our *Rishis, Munis,* Saints and Sages, and according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti;* which was imparted to students in the learning centres, called *Gurukulas* and *Rishikulas,* in ancient India, is the "Real Education" and the "Soul" of the study curriculum, and therefore, the same must find its proper place in an ideal and complete study curriculum for modern students. But the same has not been given a place in the present study curriculum in the modern schools, colleges and universities of our country.

As a result, our modern students are deprived of the said education; and are not able to decide the right goals of their precious and rare human life and are not able to find the right path of precious and rare human life. Consequently, they are proceeding in darkness and are unable to build their precious and rare human life rightly and live the same successfully. That is, they are unable to lay the foundation of their precious and rare life properly and strongly with life's four foundations, i.e. good physical health, powerful mind, noble character and ethical conduct, with strict observance of complete celibacy. They are also unable to build the superstructure of their precious and rare human life completely, properly, strongly and nicely with achievement of four grand goals of ideal human life, as stated in our

ancient Spiritual Scriptures, and as said by our *Rishis, Munis,* Saints and Sages, and according to our country's great, glorious, lofty, unique and ideal ancient Indian culture or *Bharatiya Sanskruti*, viz. achievement of economic prosperity, fulfillment of vital worldly desires, adherence to righteousness and attainment of spiritual illumination for liberation of the soul from the cycle of births and deaths, called Self-realisation or God-realisation. Consequently, they are unable to live their precious and rare human life ideally and successfully, i.e. economically and materially prosperously as well as spiritually happily and peacefully. Thus, they are suffering from irreparable damages and incurring permanent losses in their life.

In view of the above, our modern students need the said education most intensely, urgently and immediately. In fact, they need the said education more than the extant secular education. This is their "Greatest Need of the Hour".

In this greatly-needy situation and till life-building, character-building and man-making education is restored permanently in the modern schools, colleges and universities of our country for study by our modern students, our revered Teachers can come to their great help and teach them, informally, the said education, for their immense benefits. Therefore, there is a great need for bringing some aspects of life-building, character-building and man-making education to the knowledge of our revered modern Teachers. Also, our revered modern Teachers need to be given right orientation on teaching profession and on their crucial role in imparting of life-building, character-building and man-making education to their students in the modern schools, colleges and universities of our country.

In this context, some write-ups regarding life-building, character-building and man-making education, and orientation of our revered modern Teachers on teaching profession and on their crucial role in imparting of life-building, character-building and man-making education to their students, have been prepared with the

intention that our revered Heads of the Schools, Colleges and Universities of our country will consider to organise 01 Day "Teachers' Orientation Programme" for their revered Teachers by utilising those write-ups. Those write-ups have been contained in this book. The hard copy of this book, published in limited number, is being sent to some schools with a view to bringing the same to the kind knowledge of the revered Heads of those Schools; and through them, to the kind knowledge of the revered Teachers of their Schools, for their kind consideration and necessary action. Revered Heads of other Schools, Colleges and Universities can find the soft copy of this book in the internet archive by (1) accessing internet through any browser, (2) logging in <archive.org>, (3) clicking <Advance Search> (A box of fields will appear on the screen), (4) typing <Mohan Lal Agrawal> in the field "Creator", (5) clicking <Search> (the above book in PDF format will be displayed); and then they will kindly consider to organise 01 Day "Teachers' Orientation Programme", by utilising the write-ups contained in this book, for the benefits of their revered Teachers as well as for the benefits of their schools, colleges and universities.

The above programme can be conducted by the senior Teachers of the respective schools, colleges and universities who will deliver their addresses on the topics vide sl.nos. 04 to 06 of the Table of Contents of this book. As regards the topics vide sl.nos. 07 and 08 of the Table of Contents of this book, the video recording of the addresses of Shri Swami Sivachidananda Saraswati on the said topics, available in the internet archive (LBS - 44 and LBS - 45), can be shown to the participating Teachers. The internet archive can be opened in the manner as stated above; and the said addresses of Shri Swami Sivachidananda Saraswati will be displayed therein.

In case such a programme can be conducted in some school in future, the proceedings of the same will be uploaded in the YouTube Channel "Mohan's Value Education" (link:-

https://www.youtube.com/channel/UCRKu88g4_8o5OiigWI0owZQ)), with the episodes commencing with the name "TOP", so that the revered Heads of Schools, Colleges and Universities can utilise the same for benefits of their revered Teachers as well as for the benefits of their schools, colleges and universities.

Now, I most humbly, earnestly and fervently pray to our revered Heads of all Schools, Colleges and Universities of our country to most kindly consider to organise such 01 Day "Teachers' Orientation Programme", by utilising the write-ups on the topics vide sl.nos. 04 to 08 of the Table of Contents of this book, for the revered Teachers of their respective schools, colleges and universities. I further most humbly, earnestly and fervently pray to them to most kindly consider to bring this book to the kind knowledge of the revered Teachers of their respective schools, colleges and universities in other ways also such as, through sending message in group-mail of Teachers, displaying notice in Teachers' common room, library hall, Teachers' meetings, etc. for their kind information and necessary action.

Thereby, I firmly trust and greatly hope that our revered Teachers will be inspired and encouraged; and will kindly consider to impart, informally, teachings to their students on the subject of life-building, character-building and man-making education to their students, as their greatest charity of knowledge or greatest *Jnana Yajna*. (In this connection, our revered Teachers can utilise the Text Book titled "Life Building Science" which has been newly conceived, designed and prepared as teaching and study material on the subject of "Life-building, Character-building and Man-making Education" or "Life Building and Successful Living", or, in short, "Life Building Science", and is available in the internet archive and can be opened in the aforesaid manner.) Thereby, our revered Teachers will derive immense personal benefits for

themselves. Simultaneously, their students and also their schools, colleges and universities can derive immense benefits.

Such small efforts of our revered Heads of all Schools, Colleges and Universities of our country will definitely enlighten their revered Teachers which will give them immense personal benefits; and also will go a long way, through their revered Teachers, to dispel darkness and bring light in the lives of thousands and crores of the students of our nation and also contribute greatly in re-building of our nation.

Appendix - 2

A humble prayer to revered Heads of Schools, Colleges and Universities for introduction of a Certificate Course on "Life Building Science" for benefits of their students

Life-building, character-building and man-making education, known as value education in modern time, based on our nation's lofty ideals, as stated in our ancient Spiritual Scriptures and as said by our *Rishis, Munis,* Saints and Sages, and according to our great, glorious, lofty, unique and ideal ancient Indian Culture or *Bharatiya Sanskruti,* is the "Real Education" and the "Soul" of study curriculum, and therefore, the same must find its proper place in an ideal and complete study curriculum for students. Such education was imparted to students in the learning centres, called *Gurukulas* and *Rishikulas*, in ancient India. But, the same has not been given a place in the present study curriculum for students in modern schools, colleges and universities of our country.

As a result, our modern students are deprived of the said education; and are not able to decide the right goals of precious human life and not able to find the right path of precious human life. Consequently, they are proceeding in darkness and are unable to build their precious human life rightly and live the same successfully. That is, they are unable to lay the foundation of their precious life properly and strongly with life's four foundations, i.e. good physical health, powerful mind, noble character and ethical conduct, with strict observance of complete celibacy. They are also unable to build the superstructure of their precious life completely, properly, strongly and nicely with achievement of four grand

goals of ideal human life, as stated in our ancient Spiritual Scriptures and as said by our *Rishis, Munis,* Saints and Sages, and according to our country's great, glorious, lofty, unique and ideal ancient Indian culture or *Bharatiya Sanskruti*. Those four grand goals of ideal human life are achievement of economic prosperity, fulfillment of vital worldly desires, adherence to righteousness and attainment of spiritual illumination for liberation of the individual Soul from the cycle of births and deaths, called Self-realisation or God-realisation. Consequently, they are unable to live their precious human life ideally and successfully, i.e. economically and materially prosperously as well as spiritually happily and peacefully. Thus, they are suffering from irreparable damages and incurring permanent losses in their life.

In view of the above, our modern students need the said education most intensely, urgently and immediately. In fact, they need the said education more than the extant secular education. This is their "Greatest Need of the Hour".

2. In such a greatly-needy and burning situation, one Certificate Course on "Life-building, Character-building and Man-making Education" or on the subject of "Life Building and Successful Living", or, in short, "Life Building Science" has been conceived, designed and prepared for study and benefit of our modern students. This Certificate Course intends to impart our students introductory teachings on the said subject through various lessons on the relevant topics of the subject, viz. good physical health, powerful mind, noble character, ethical conduct, celibacy, Indian Culture, real identity of human beings, true purpose of human beings, economic pursuit, vital pursuit, religious pursuit, spiritual pursuit, spiritual preceptor, yoga and vedanta, spiritual practices, company of saints, study of holy scriptures, divine

life, domestic life and spiritual life, living of religious and ethical life and spiritual life during student life and youth period, unity of religions, world peace, one's prescribed duties and duties as good members of the society and as ideal citizens of the nation and of the world, etc.

3. The salient points of the said Certificate Course are as under:-

(i) The name of the Certificate Course is "Life Building Science",

(ii) It will be of two years' duration for students of (a) Class VIII and Class IX at high school level, (b) Class XI and Class XII at higher secondary school level, (c) 01st Year and 02nd Year at college level and (d) 01st Year and 02nd Year at post graduate level,

(iii) Two classes per week, totalling 60/80 classes during the year, may be set aside in the time table and devoted for imparting teachings on the lessons of the Certificate Course to the students. (In this connection, it may be noted that the Committee on Religious and Moral Instruction, popularly known as Sri Prakash Committee, as well as other Committees constituted by our Governments, have recommended for setting aside one/two classes per week in the time table of schools, colleges and universities for imparting of moral and spiritual education to our students),

(iv) Teachings on the topics named "Goal of Human Life" to "Indian Culture", as contained in the Text Book "Life Building Science" (soft copy of which is available in the internet archive) may be taught in the first year of the Certificate Course in 60/80 classes during the year. Similarly, teachings on the topics named "Real Identity of Human Beings" to "Convocation Address to Ancient Students", as contained in the Text Book "Life Building Science" (soft copy of which is available in the internet archive) may be taught

in the second year of the Certificate Course in 60/80 classes during the year. Some classes of the year can be utilised as tutorial/doubt clearing classes and also for holding test exam for the topic(s) taught in the previous class(es),

(v) The Course will include 24 lessons and other write-ups of the aforesaid Text Book titled "Life Building Science" on various topics on the subject of "Life Building and Successful Living", and this book may be adopted and prescribed as the Text Book of this Course (While copies of this text book may be purchased from publishers of books, its PDF copy is available in the internet archive which the students can study, free of cost and also can get it printed. Our high schools, colleges and universities can also bring out priced publication of this text book, after obtaining prior written permission from the copy right holder and make the same available to their students.),

(vi) The Course may be introduced formally as part of study-curriculum. (This is permissible. In this connection, kindly go through the paragraph no. 04 below.),

(vii) However, if that is not permitted or not permissible, then this Course may be introduced informally as co-curriculum study or extra-curriculum study and two additional classes per week, preferably in the morning hours, beyond normal study classes, on any day or even on Saturday, Sunday may be taken for imparting teachings on the lessons of this Course to the students,

(viii) Teachings on the lessons of this Course may be imparted to students by the Teachers of the respective schools, colleges and universities from the existing Teachers strength,

(ix) On completion of teachings on all lessons of the Course, an examination may be conducted and the mark obtained by students on this subject also may be taken into account, like other subjects, and the class/ grade of passing the examination

by students may be finalised accordingly in case this Certificate Course is introduced as part of study curriculum. However, in case this Certificate Course is introduced as co-curriculum study or extra-curriculum study, then certificate of completion/ certificate of merit may be issued to the participating students,

(x) Also, the matter of giving prizes to the students who will stand first, second, third, etc. in the examination every year, as a matter of encouragement, may be considered so that students will study this subject with interest, encouragement, earnestness and sincerity. In case it is so decided, a Corpus Fund in the name and style of "Life Building Science Corpus Fund" in schools, colleges and universities, with initial amount of, say, Rs.1,00,000.00, may be considered to be created out of their own school, college and university fund, if available and/or by seeking, inviting and accepting contributions and donations from the well wishers, philanthropists, eminent public personalities, dignitaries, parents, guardians and others. In future, the corpus fund amount may be increased in order to cover more number of students for giving prizes and/or to increase the prize amounts. The corpus fund amount is to be retained in fixed deposit in a Bank/Post Office. The annual interest to be earned from the said fund will be utilised in meeting the cost of the prizes for this purpose,

(xi) Normal studies of students due to introduction of this Certificate Course will not be disturbed or affected.

4. This comprehensive and self-contained Certificate Course includes, as stated above, lessons on "Religious Pursuit" and "Spiritual Pursuit" in connection with "Successful Living". These two lessons can be learnt through religious education and spiritual education. But imparting of such education, particularly religious education, in the

schools, colleges and universities of our country is considered by many as anti-secular and also violative of the provisions of the Article 28 of the Constitution of India which prohibits "imparting of religious instructions in any educational institution wholly maintained out of State funds", and therefore, teachings on the same can not be imparted to students in our schools, colleges and universities. But, this is not so. Rather, all high level Commissions and Committees constituted in our country since independence in 1947 such as the Radhakrishnan Commission (1948-49), Kothari Commission (1964-66), National Policy on Education (1986), Ramamurti Committee (1990), Central Advisory Board of Education (CASE) Committee on Policy (1992), Planning Commission Core Group on Value Orientation of Education (1992), S.B.Chavan Committee (1996-99) have given their recommendations for restoration of moral, ethical, religious and spiritual education in all schools, colleges and universities of our country.

Further, in W.P.(C) No. 98 of 2002 in the case of Ms. Aruna Roy and Others vrs. Union of India and Others, the Hon'ble Supreme Court of India have observed that introduction of study of religions (or religious education), as distinguished from religious instructions, in educational institutions of our country, wholly maintained out of State funds, is not anti-secular and also is not violative of the provisions of the Article 28 of the Constitution of India, rather such education is necessary in the life of the children to grow as good human beings and in the life of the people to control their wild animal instincts and achieve spiritual growth and higher goal of human life.

Therefore, imparting of such education, particularly religious education, as distinguished from imparting of teachings on religious instructions, in the schools, colleges

and universities of our country is not anti-secular and also is not violative of the provisions of the Article 28 of the Constitution of India. Thus, there is no constitutional/legal obstruction/impediment for imparting of religious education and spiritual education to our students in the schools, colleges and universities of our country, which are wholly maintained out of State funds. And there is no constitutional/legal obstruction/impediment at all for imparting of such education to our students in all other schools, colleges and universities of our country, including the private ones.

In view of the above, the introductory teachings on the topics on "Religious Pursuit" and "Spiritual Pursuit" as contained in the said Text Book can be taught to students in all schools, colleges and universities of our country without any reluctance/reservation.

5. Further, all introductory writings of the said Text Book contain academic/educational teachings only on the subject of "Life Building and Successful Living". Also, those writings are universal, non-sectarian and non-dogmatic. Therefore, students belonging to all religions, casts, creeds, sects, gender, etc. without any distinction can study the same. Nevertheless, the Course may be made optional and a student with any sort of reservation may not join the Course or if he joins, he may not attend the class in which any lesson for which he has some reservation is taught.

6. Till the said Text Book titled "Life Building Science", is made available for sale by book publishers, it can be studied by students, free of cost, in the internet archive by searching the same as: (i) access internet through any browser, (ii) log in <archive.org>, (iii) click <Advance Search>. A box of fields will appear on the screen, (iv) type <Mohan Lal Agrawal> in the field "Creator", and (v) click <Search>. The above text book will be displayed).

7. Schools, Colleges and Universities of our nation are the centres of learning where the lives of the students, the future citizens and hopes of our nation, are built. With right kind of education, including "Life-building, Character-building and Man-making Education"; students, the "Makers of the Nation", come out of the schools, colleges and universities with knowledge on the right goals and the right path of precious human life; and the right manner of building their precious human life in the manner as stated above. After acquiring such knowledge, they can practise the same in their day-to-day life and can live their precious human life ideally and successfully, i.e. economically and materially prosperously as well as spiritually happily and peacefully. Simultaneously, they can become the worthy assets to their children and of their families, good members of our society and ideal citizens of our nation as well as of the whole world.

Schools, Colleges and Universities, the centres of learning, have the unique and great opportunity to make provision for imparting of "Life-building, Character-building and Man-making Education" through moral, ethical, religious and spiritual education, known as value education in the modern time, to their students, who are the "Makers of the Nation". And Schools, Colleges and Universities are the "Makers" of the "Makers of the Nation". Therefore, they have a great responsibility to shoulder and a great role to play in meeting this “Greatest Need of our Students” and the “Greatest Need of our Nation”.

Therefore, I, most humbly, earnestly and fervently pray to our respected Heads of Schools, Colleges and Universities of our country to kindly introduce the aforesaid Certificate Course in their respective high schools, colleges and universities, for immense benefits of their students, till life-building, character-building and man-making education is restored permanently in all schools, colleges and universities of our

country by our Governments.

Their such little contributions/efforts will definitely go a long way to dispel darkness and bring light in the lives of thousands and crores of the students of our nation and thereby, they can best help our students, our people, our culture, our society and our dear motherland *Bharatavarsha*. Thus, they can play their great role and extend a great help in effectively meeting this **"Greatest Need of our Students"** and the **"Greatest Need of our Nation."**

(Till the above two years Certificate Course on "Life Building Science" is introduced in our high schools, colleges and universities, it may be conducted as a 04/05/06 Days Certificate Course during *dashahara puja* vacation or summer vacation or any other convenient time so that their students will derive great benefits from the same.)

Appendix - 3

A humble prayer to revered Heads of Schools, Colleges and Universities for establishment of a Spiritual Study Centre for benefits of their students

Students need to be imparted teachings on the subject of "Life Building and Successful Living", or, in short, "Life Building Science" through life-building, character-building and man-making education. Such education was there in the centres of learning, called *Gurukulas* and *Rishikulas* in ancient India. But there is no provision for imparting of such education in our modern schools, colleges and universities. As a result, our modern students are deprived of the same, and are not able to decide the right goals of precious human life and not able to find the right path of precious human life. Consequently, they are proceeding in darkness and are unable to build their precious human life rightly and live the same successfully. That is, they are unable to lay the foundation of their precious life properly and strongly with life's four foundations, i.e. good physical health, powerful mind, noble character and ethical conduct, with strict observance of complete celibacy. They are also unable to build the superstructure of their precious life completely, properly, strongly and nicely with achievement of four grand goals of ideal human life, as stated in our ancient spiritual scriptures and as said by our *Rishis, Munis,* Saints and Sages, and according to our country's great, glorious, lofty, unique and ideal ancient Indian culture or *Bharatiya Sanskruti.* Those four grand goals of ideal human life are achievement of economic prosperity, fulfillment of vital worldly desires, adherence to righteousness and attainment of spiritual illumination for liberation of the individual Soul from the

cycle of births and deaths, called Self-realisation or God-realisation. Consequently, they are unable to live their precious human life ideally and successfully, i.e. economically and materially prosperously as well as spiritually happily and peacefully. Thus, they are incurring permanent losses and suffering from irreparable damages in their life. Therefore, they need the aforesaid education most intensely and urgently.

In such a greatly-needy and burning situation, one "Spiritual Study Centre" at all schools, colleges and universities of our country with books on the subject of "Life Building and Successful Living" written by great, spiritually illumined, God-realised, eminent Saints, Sages and Prophets; as well as Spiritual Scriptures of different religions, may be established so that students can have the facility of studying those books, under the guidance of a Teacher of the schools, colleges and universities, for acquiring detailed knowledge/ further knowledge/ special knowledge on various topics of this subject. In this connection, the books on various topics on the said subject written by one such great, spiritually illumined, God-realised and world-renowned Saint Swami Sivananda Saraswati, the Founder-President of the International Divine Life Society, Rishikesh, India, as under, can eminently meet the present requirements of our modern students and therefore, the said books may be kept in the said centre.

Topic — Good Physical Health:- 1. Yoga Asanas, 2. Science of Pranayam, 3. Health and Diet, 4. Health and Hygiene, 5. Radiant Health through Yoga, 6. Health and Long Life, 7. Health and Happiness, Topic — Powerful Mind:- 8. Thought Power, 9. Mind, Its Mysteries and Control, 10. Conquest of Mind, 11. Concentration and Meditation, Topic — Noble Character:- 12. How to Cultivate Virtues and

Eradicate Vices, 13. Universal Moral Lessons, 14. Conquest of Anger, 15. Conquest of Fear, Topic — Ethical Conduct:- 16. Ethical Teachings, 17. Universal Moral Lessons, Topic — Celibacy:- 18. Practice of Brahmacharya, Topic — Insight into Human Life:- 19. Know Thyself, 20. Philosophy of Life, Topic — Religion:- 21. All About Hinduism, Topic — Spirituality:- 22. Guru Tattwa, 23. Practice of Karma Yoga, 24. Essence of Bhakti Yoga, 25. Practice of Bhakti Yoga, 26. Japa Yoga, 27. Raja Yoga, 28. Dhyana Yoga, 29. Jnana Yoga, 30. Essence of Vedanta, 31. Practice of Vedanta, 32. Principal Upanishads, 33.Bramhasutras, 34. Srimad Bhagavad Gita, 35. Satsanga and Svadhyaya, 36. Sadhana, Topic — Unity of Religions:- 37. Unity of Religions, Topic — World Peace:- 38. World Peace, Topic — General:- 39. Religious Education, 40. Moral and Spiritual Regeneration in the world, 41. Sure ways for Success in Life and God Realisation, 42. Students Success in Life, 43. Inspiring Stories, 44. Spiritual lessons, 45. Students, Spiritual Literature and Sivananda (Swami Chidananda Saraswati).

Also, the books on various topics of the said subject written by such other Saints, Sages and Prophets may be kept in the said centre for study by our modern students.

The Spiritual Study Centre will be kept open for 02 hours in the morning or evening on every working day or on every Saturday or Sunday so that students can come to the centre and study the books. One Teacher of the school, college, university, either permanently or on rotation basis, may be given charge to open the study centre, issue books to the students and also guide/facilitate them in their study. Books from the Spiritual Study Centre may also be issued to students on lending basis for short period, say, 15 days, so that they can take the books to their homes and study the same at their convenient time.

Message of Swami Sivananda Saraswati to modern Teachers and Professors

TO PRINCIPALS AND HEADMASTERS

Owing to the influence of dark, antagonistic materialistic forces, most of the students of the present day have become irreligious. There is no moral culture in them. They have no proper understanding of the principle of Brahmacharya and right living. Hence they suffer much when they come out to face the battles of life.

A great onerous duty rests with the teachers and professors in training the students in the path of Sadachara (right conduct) and moulding their character properly. They themselves should be endowed with ethical perfection. Otherwise it will be like the blind leading the blind.

Before taking to the profession of a teacher, you should feel the high responsibility of your position in the educational life. Mere intellectual achievement in the art of delivering dry lectures alone will not suffice. This alone will not adorn a professor or a teacher.

The students are the future hope and glory of the world. They are bulwark of the state. If they are moulded properly, you will be doing the greatest good. This itself is a great Yoga for you.

You will be doing immense good to them if you introduce some of the religious books for their compulsory study. It will bring moral and spiritual regeneration amongst the youth.

It is your duty to explain to the boys the importance of Brahmacharya and the evil effects of an immoral life and to instruct them in the various methods by which they can preserve the vital Veerya, the soul-force that is hidden in them.

The future destiny of the world rests with you and your students. If you train them in the right direction, in the right path of righteousness, the world will be filled with ideal citizens, Yogins and Jivanmuktas, who will radiate light, peace, bliss and joy everywhere.

O Teachers and Professors! Wake up now. Train the students in the path of Brahmacharya, righteousness and morality. Do not neglect this divine work. You are morally responsible for this onerous work. Let them study some religious books on Yoga, Bhakti, Philosophy and Vedanta. Teach them Gita, Ramayana, Bhagavata and other Scriptures. Let them know the sublime truths of the ancient Rishis and seers. You can have Self realisation if you take up this work in right earnest. Be true and sincere. Open your eyes now.

Blessed is he who truly endeavours in making his students true Brahmacharins. Twice blessed is he who tries to become a real Brahmachari. May the blessings of the Lord be upon them! Glory to such ideal teachers, professors and students!

Exemplary Teachers Wanted

"It is important that the professors, teachers and staff of such educational institutions also need to acquire a personal knowledge of and absorb the true spirit of the ethical and spiritual ideals of our great culture. These teachers and professors have constant and continuous contact with their students. It is imperative, therefore, that they personally constitute ideal exemplars of the way of life which they wish the students to follow. They must, to some extent, personify in their own lives the virtues and ideals which they wish their students to acquire and to grow into. If this is lacking, the students have poor examples to follow and it is natural that they should fail to imbibe anything noble and sublime in their college career.

Just as in the home the example of the parents exerts a decisive influence upon the moulding of a child's personality, so also the example of the teacher exerts an unmistakable influence upon the personality of the student. If the book imparts information to the students, the personal example of the teacher imparts life to the teachings contained therein. It is most essential that the educational world recognizes the deep and far-reaching significance of what has just been stated. It holds the seeds of the ultimate welfare of the whole student-world."

- Swami Sivananda

Message of Swami Sivananda Saraswati to Authorities of Schools, Colleges and Universities

IDEAL OF EDUCATION

"The ideal of education is man-making, character-making. Education develops the intelligence and trains the emotions. It must give one a sterling character. Without character all else is of no avail. No education, which neglects the important aspects of the human life, is complete and worth its name. Education must develop one's personality, initiative, courage, qualities of heart and good manners.

Education also means training the students to behave properly, to practice self-restraint, to serve humanity, and to love God. Character is destiny. Therefore build up your character. You cannot have a great nation with men of low character. Real education is education of man as man. Education should prepare the students to be truthful, humble, pure, courageous, self-controlled, compassionate. It should instill in their hearts the ideal of selflessness.

A well-adjusted and balanced study of the fundamental human nature should constitute a part of education. The concept of education is not static. One must move with the time. There should be necessary adjustment to the changing conditions of society, and the outlook should always be kept progressive. Science and technology should have equal status with the humanities. One must live in the present with eyes to the future, and be imbued by a persevering zest to progress rapidly, rather than vaingloriously ruminate over a bygone past while doing nothing to better one's lot."

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In view of such a mission and for an all-round, well-founded development of the Indian life, it is time one learnt the essentials for bringing about a complete reorientation of our educational system, and one should bear in mind that education, bereft of an inspiration from the knowledge of the spiritual values, can easily mar, not only individual lives, but the future of the whole nation. Weakness towards totalitarian baits, infatuation for glib slogans, impractical idealism at the expense of national interests, have already done considerable harm. The people must wake up to the dangers of national betrayal from harmful elements among themselves.

It is the duty of the educational authorities, the public at large, to see that the students are not led astray by false doctrines of oppression and regimentation of thought. The demagogues of materialism, whose roots lie, not in the soil of the nation, but elsewhere, can never serve the interests of the people. The vainglorious, the timid, who revel in unrealistic slogans and personal addiction to foreign, Godless dogmas, can never give the right leadership to the people. The students must wake up to their responsibility of being Indians first, as upholders of their integral culture, of Dharma, of justice, truth and love, of spiritual values."

NEED OF THE HOUR

"For this, religious education is essential. The most urgent need today is to introduce in our schools and colleges progressive religious education. By all means let us avoid sectarian dogmas. But on that account religion should not be left out of our educational institutions. Select such texts as would instill in the minds of the youth healthy ideas, and would enable them to grow into real men and women. Real religion is universal. If the youth is taught that fundamentally he is one with all his brethren all over the world, that the one soul pervades all beings- Eko devah sarva-bhuteshu gudhah,

sarva-vyapee sarva-bhutantarantma- you would then have effectively sown the seed of harmony, peace and brotherhood.

Real religion is selflessness. To live for the sake of the Lord's creation is divine life. The spirit of selflessness should take possession of every fibre of every Indian. Then will India regain her glorious position of spiritual eminence which she occupied in the days of yore. Her life-breath has always been Yoga and spirituality. That is our heritage, a very rich heritage."

FOUNDATION OF EDUCATION

"Education loses all its value if it does not have ethical discipline and spiritual culture as its foundation. Education is introduction to life. It must certainly be non-sectarian. It must surely aim at cultivating fellow-feeling and brotherhood among students belonging to different communities. Religious sectarianism should not be taught in schools and colleges. But on that account do not neglect the spiritual side. This is most important.

Owing to the influence of dark, antagonistic, materialistic forces, most of the students of the present day turn out to be spiritual bankrupts. There is no moral culture in them. They have no understanding of the principles of Brahmacharya and right living. Hence they suffer much when they come out of the university and face the stark realities of life. They have no spiritual basis, which alone will enable them to face the problems and win the daily battle of life with balanced mind, sturdy heart and strength of will.

The soul is the root. The mind is the trunk. The body constitutes the leaves. The leaves are no doubt important; they gather the sun's rays for the entire tree. The trunk is equally important; perhaps more. But if the root is not watered, neither would survive for long. That system of education does more disservice than service to man, which does not seek to appease the spiritual hunger of man, whatever else it achieves."

BLEND THE SACRED AND THE SECULAR

"No doubt secular education is necessary. The scientist, too, are Raja Yogins. They have great power of concentration. They too, enjoy flashes of intuition. They are all assistants to Brahma and Vishvakarma. They create a new world within a short time. They have produced marvels in the field of science. We enjoy great comforts and conveniences on account of their genius and inventions. People have to live in this world. For that a knowledge of technology, engineering and other science is necessary. You have to earn you daily bread. For that secular education is necessary.

But, remember: man does not live by bread alone. There is something greater than all this. These are all of secondary importance. Remember: Yo vai bhuma tat sukham, na alpe sukham asti. In the Infinite alone is bliss, not in these perishable objects. Side by side, with you other activities, you should study Brahma Vidya. Side by side, with your textbooks, you should study Gita and Upanishads.

For, your goal is not to die like a worm after a brief life herein this earth. Your goal is to attain Self-realisation. That only will make you a King of kings, Emperor of emperors, Shah of shahs. Immortality is not attained by proficiency in mundane learning. Na karmana na prajaya dhanena tyagenaike amritatvamanashuh - not by actions, nor by progeny, nor by wealth, but by renunciation alone is immortality attained.

A man of noble traits and good character possesses a tremendous personality. Change your thoughts and aspirations; your character will also change. New, healthy, strong, virtuous habits, will replace old, morbid, abnormal, vicious habits. Character is the garb of saintliness. Build up your character. This will ensure your success in life."

CALIBRE OF REAL EDUCATION

"India, is the land of sages and saints, of Knowledge and Wisdom. It is a land that bears the imprint of spiritual culture. It is the spiritual quality of the people of ancient India that made the country great. Spiritual culture presupposes real education, which means education of the inner nature of man.

There exists a wide gulf of difference between our forefathers and ourselves. Engaged in Brahma Vichara, they led the people towards perfection and spiritual glory. But today the Indian is groping in darkness, priding in his past glories and imbibing a civilization which will not really benefit him. He has fallen a victim to the luring baits of Maya. He has ignored the culture and civilization which won him name and fame in the past. This condition should change, and it will, if only the people are provided with a perfect system of education.

Real education arises out of cultivating the divine attributes like truthfulness, non-violence, tolerance, mercy, sympathy, courage, perseverance and strength of will. Real education teaches you to practise right conduct, right thinking, right living, right action and self-sacrifice. Real education infuses into you love and devotion to God. Real education inspires you and goads you towards perfection of character. Real education bestows on you true knowledge, Knowledge of the Self, Knowledge of Brahman, and feeds you with the Nectar of Immortal Bliss.

The youth of the land, the future citizens of our country, should be given that type of education which alone will inspire them to follow the foot-prints of the forefathers, to regain the glory of India. The education they are being given now is not satisfactory. The schools should be modelled on the lines of the ancient Gurukulas, suited to modern conditions, where the student was taught not only bookish facts but also made to cultivate sterling qualities, noble

virtues and right-thinking. It is this education that made them ideal, exemplary figures.

Faith in God and love and devotion to Him forms the basis of real education. The God-fearing man should possess noble virtues. Love should be instilled in the hearts of the children. Then, and then alone, will they grow into mighty moral and intellectual giants. Then alone can they become dynamic repositories of knowledge and wisdom. Then alone can they lead others towards God.

That system of education does more disservice than service to man which does not cater to the spiritual needs of man, which does not seek to appease the spiritual hunger of man, whatever else it achieves."

EDUCATIONAL REFORM IN INDIA

India in the days of yore was the World-Preceptor; Her life-breath has always been Yoga and spirituality. That is our heritage, a very rich heritage! It is not that Indians are deficient in any sense that accounts for slower infiltration into India of western scientific or materialistic thoughts. It is her spiritual background that has consistently revolted against the material or scientific colouring that now then tried to mar the grandeur of her nationhood. Nevertheless, the havoc that has already been done by science or the so-called Western civilisation is great.

I have always considered that the main thing to do now is to introduce in our schools and colleges spiritual or religious texts (I do not mean by this dogmatic or bigoted ones) which would instill in the mind of the youth healthy ideas and would enable them to grow into real men. Real religion I have always held is universal; there is absolutely no quarrel about that. Only dogmatic or ritualistic portion, nay, not even that; it is only the superfluous base aversion which has grown round each religion as mushrooms eclipsing the very sun of Truth which every Prophet has revealed and

that has occasioned all the religious conflicts. If the youth is taught that fundamentally he is one with all his brethren all over the world, that in fact, he shares the same soul with the crawling worm, creeping insect, cooing bird and the barking beast, we would then effectively have sown the seed of harmony, peace and brotherhood: not till then.

Real religion is selflessness. To live for the sake of the Lord's Creation is Divine Life. The spirit of selflessness should take possession of every fibre of every Indian. Then will India have deserved the political emancipation that she has won.

The gospel of selflessness appeals more easily and more quickly to a woman than to a man. She is by nature more spiritual and selfless. Love, kindness, tolerance, sympathy, understanding and most of the Daivi Sampattis are within her from birth. Indian woman is modest and unassuming. Arrogance and promiscuity are unknown to her that is why every saint-including Gandhiji-has spoken very highly of her.

If the law does not permit of imparting religious instructions in Schools, this should be done as a part of the extra curriculum-education. There should be regular study of the Gita by the students themselves assisted by some teachers who should be well-versed in Gita. Gita consists the essence of spirituality: and Gita has been acclaimed a universal scripture.

Students should be encouraged to undertake "constructive work" according to the Gandhian plan. They should, say on Sundays, visit the neighbouring villages, instruct the people in hygiene, health, etc., demonstrate the principles to them by their own actions and render such other services to the poor. Medical students might also take the opportunity of administering medical aid to the suffering.

I have always laid greatest emphasis on the

reformation of the individual, and when he is reformed, the entire nation is automatically reformed. Let each student embody in himself the teachings of the Gita. Let each boy and girl become perfect.

Oh! India, the Beloved Mother, our Mother, the Creator, and nourisher — she will be proud of her children. Once again she will rise from the slumber into which her indolent sons and daughters have thrown her down; once again she will sound the clarion call of spirituality and awaken the entire world. But we should instill love, selflessness, harmony and brotherhood in her children. The task is very big; but we have the Lord behind us. His will be done!

THE NEED FOR CULTURAL EDUCATION

The vital need of the hour is the real education of students who are the worthy future citizens, who are the hope and glory of the country, who shall be the physicians to minister to the sore heart of the nation, who shall be masters of themselves and sow the seeds of peace and abundance, harmony and happiness, unity and brotherhood. Education has been well-said to be the process of the finding of the divine perfection which is already in man. It is meant to universalise the self and not to thicken egotism and self-consciousness. The ideal in education is the integral development in the students of the multiple facets of human life. It has to prepare the students for perfection in every walk of living. The purpose of true education should be to enlighten humanity, to destroy the lower nature in man, to better the social order, to promote human well being by training the students both for external achievement and for internal attainment. The consummation and test of true education are to be found in all-round development of the faculties of knowledge, of love and service.

It is only students who have disciplined their lives in

academical centres, who have cultivated gentleness of spirit, acquired strength and fineness of character and dedicate their lives to the cause of unearthing the eternal verities that can achieve the common brotherhood, universal peace and harmony. It is only students whom the universities have equipped with the method of unfolding their intrinsic abilities or genius in the physical, mental and spiritual fields through a scientific scheme of the right kind of education, that will be able to build a mighty nation and accelerate the spiritual evolution of humanity as a whole.

Education centres should not impart mere vocational education, but must provide means for an all-round, harmonious development of the entire personality. The schools, colleges and universities should, besides turning students into leaders and statesmen, scientists and scholars, soldiers, politicians and adepts in every field of life, transform them into saints and sages, philosophers and seers. A thorough change in the present-day curriculum of educational institutions is the utmost pressing necessity. Books that are best calculated to furnish the students with lessons on sweetness of deportment, spirit of sacrifice, control of self, purity of heart and integrity of nature should be prescribed and made available. The making of man into a perfect, integrated being and real systematic, enlightening education are not different, indeed, they are inseparable. The objective should be not a mere training of the intellect, but an illumination of the very being and stuff of the individual. May the student population be exalted in moral excellence, truth and purity, learning and wisdom, culture and religion, spirit of service and self-abnegation, strength of character and will!

REORIENTATION OF EDUCATION

"Reorientation of our education system is overdue. India's educational ideals are in ferment today. Our schools

and colleges have become shops of profit and loss. Our graduates run after money, power, comforts, honour and titles. The mind of the youth is corrupted by much undesirable influences. Education does not make the students self-reliant, courteous, self-supporting and optimistic. It does not give him a sense of responsibility. The procedure of education according to the aptitude and the calibre of the student is conspicuous by its absence. Students are exploited by politicians. There is a morbid craving for upholding so-called rights more than a sense of responsibility. Hooliganism has become the hallmark of student-life.

Students are the builders of the nation of tomorrow. The life of a student is a preparation for shouldering great responsibilities in the future. Let the students understand this well. Let them discipline themselves first. Let the voice of the schools and colleges be of sympathy, service, discipline, culture and fellowship. Let the teachers and professors prove their worthiness. The cultural regeneration of the individuals, particularly the younger generation, is the betterment of the whole nation."

(Reproduced from the Book “Value Education for Life Building and Successful Living”).

About the Author

Shri Mohan Lal Agrawal is a retired senior bank executive. During his student life, he was magnetically, instantly and profoundly inspired by studying the book "Japa Yoga" written by Swami Sivananda Saraswati of the Divine Life Society, Rishikesh. The inspiration was so powerful and intense that he started practising the teachings of the said book on the next day morning itself and commenced living of spiritual life. Thus, that book astonishingly changed the course of his life. He also read some other student-related books including the books "Sure Ways for Success in Life and God Realisation", "Students Success in Life", etc. written by Swami Sivananda Saraswati. He found those books highly beneficial and greatly inspiring. And since then, he has been an ardent student of Sivananda Literature.

He observed that there is no provision for imparting of life-building, character-building and man-making education in our modern schools, colleges and universities, which was imparted in the centres of learning, called *Gurukulas* and *Rishikulas*, in ancient India. Consequently, our modern students are deprived of the same; and they are incurring permanent losses and suffering from irreparable damages in their life. Therefore, they need the said education most intensely and urgently. He also found that the world-renowned, students-friendly vast Sivananda Literature contains teachings on almost all topics on the subject of "Life Building and Successful Living" which our modern students need the most. In such a greatly-needy situation; and thanks to his inborn quality to learn and to share, and his love and concern for our modern students, he has compiled from the vast Sivananda Literature the book titled "Youth ! Arise, Awake and Adopt the Right Path of Life" (16 volumes) on the subject of "Life Building and Successful Living" and published the same for their study and guidance. He has also conceptualised, designed and developed some programmes and

courses on the said subject to be adopted and organised for our modern students at schools, colleges and universities for their immense benefits. And with his initiative, Students Awareness Programmes on the subject of "Value Education for Life Building and Successful Living" have been conducted at some Universities, Institutes and Schools for benefits of our modern students. He has also conceptualised, designed and prepared one Certificate Course on the subject of "Life Building Science" for benefits of our modern students.

He has been continuing dissemination of such education amongst our modern students with missionary zeal, even after retirement from his banking service.

About Shri Swami Sivachidananda Saraswati

His Holiness Shri Swami Sivachidananda Saraswati was born in 1938 in an illustrious family of freedom fighters in Odisha. His name was Chittaranjan Mohanty. During his student life, he was one of the most fortunate students to receive mantra initiation from the world-renowned Saint His Holiness Shri Swami Sivananda Saraswati of the International Divine Life Society, Rishikesh, India in 1958. On completion of education, he rendered his services as a Lecturer in Sanskrit in his pre-monastic life. He renounced his worldly life in 1977 and commenced serving the Divine Life Society for full time. He took over as the General Secretary of the Divine Life Society Eastern Zone, Calcutta. He embraced sannyasa from the world-renowned Saint His Holiness Shri Swami Chidananda Saraswati, the worthy disciple and successor of His Holiness Shri Swami Sivananda Saraswati in 1983. Then his sannyasa name became Swami Sivachidananda Saraswati. Thus, he became a sannyasi in the world-renowned Sivananda Order of the Divine Life Society. He was a Yogacharya at Canada. He was the Chief Organiser of the Divine Life Society, Rishikesh. He is a member of the Board of Management of the said Society.

Shri Swamiji is one among the founding members of the renowned Sivanananda Centenary Boys' High School, Bhubaneswar, Odisha which is a *Gurukula* type of school, imparting both secular education as well as spiritual education, and a man-making educational institution since 1984. He is the Secretary of the said school. He is in close association of students and Teachers for the last 38 years.

Like his Holy Masters, Shri Swamiji is greatly interested in moral, ethical and spiritual education and awakening, uplift and welfare of modern students. Under the auspices of National Divine Life Youth Movement, he moved round the country in 1996 and inspired 10,000 youths who gave a pledge to glorify mother India by becoming ideal Indians through practice of truth,

non-violence and purity in their personal lives. With his initiative and able guidance, the Rourkela branch of the Divine Life Society, Odisha organised the First All India Divine Life Youth Camp in 1997. He has been gracing almost all student programmes and youth conferences of the Divine Life Society in the country.

With Shri Swamiji's hon'ble guestship, Student Awareness Programmes on "Value Education for Life Building and Successful Living" were conducted at Sambalpur University, Sambalpur, National Institute of Technology, Rourkela; and one Teachers Awareness Programme at the Kalinga Institute of Social Sciences, Bhubaneswar. With his gracious blessings and hon'ble guestship, one 04 Days Student Awareness Programmes on "Value Education for Life Building and Successful Living", with one Teachers' Orientation Session, was organised at IDM Public School, Bolangir, Odisha during 2019.

Shri Swamiji is continuing to bless such programmes for the students and the teachers, apart from blessing the spiritual conferences, programmes, meetings, etc. of the Divine Life Society as well as other spiritual organisations even at his advance age of 85 years.

List of Complete Publications and Videos of the Author

A. Publications

Students related publications

1. Youth ! Arise, Awake and Adopt the Right Path of Life (16 volumes)
2. Value Education for Life building and Successful Living
3. Life Building Science (Text Book)
4. Valedictory Address to Modern Students
5. Students' Awareness Programme
6. Noble Character, Ethical Conduct and Celibacy

Teachers related publications

1. Teaching Profession — Its True Dimensions
2. Teachers' Orientation Programme

Other publications

1. God's Unique Gifts to Modern Mankind — Swami Sivananda and Sivananda Literature (02 volumes)
2. Lead us from darkness unto Light (02 volumes)

The soft copies of all the above books are available in the "Internet Archive" and can be searched / accessed as under:-

- Access internet through any browser,
- Log in <archive.org>
- Click - <Advance Search>. A box of fields will appear on the screen,
- Type <Mohan Lal Agrawal> in the field "Creator",
- Click <Search>. The above books will be displayed.

B. Videos

Students, as well as Teachers, Parents and Guardians can watch one 04 Days Students' Awareness Programmes on "Value Education for Life Building and Successful Living", with

one Teachers' Orientation Session, organised at IDM Public School, Bolangir, Odisha during 2019, by accessing and subscribing YouTube Channel with the name <Mohan's Value Education>, (Link:- https://www.youtube.com/channel/UCRKu88g4_8o5OiigWI0owZQ).

Students, as well as Teachers, Parents and Guardians can watch the Certificate Course on "Life Building and Successful Living", with one Teachers' Orientation Session, organised at IDM Public School, Bolangir, Odisha during 2019, by accessing and subscribing YouTube Channel with the name <Life Building Science>, (Link:-https://www.youtube.com/channel/UC_engDs JG4yfEEM6e9UQuEA); and also in the aforesaid Internet Archive.

In case one "01 Day Students' Awareness Programme", with the write-ups of the book “Students’ Awareness Programme”, is organised in future in some school, our revered Students and our revered Heads of Schools, Colleges and Universities can watch its video recording, with the episodes commencing with the name "ODSAP", by accessing and subscribing YouTube Channel with the name <Mohan's Value Education>, (Link:- https://www.youtube.com/channel/UCRKu88g4_ 8o5OiigWI0owZQ).

In case one "01 Day Teachers' Orientation Programme", with the write-ups of this book titled "Teachers' Orientation Programme", is organised in future in some school, our revered Teachers and our revered Heads of Schools, Colleges and Universities can watch its video recording, with the episodes commencing with the name "TOP", by accessing and subscribing YouTube Channel with the name <Mohan's Value Education>, (Link:- https://www.youtube.com/channel/UCRKu88g4_ 8o5OiigWI0owZQ).